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BAYLOR BULLETIN.

THE OFFICIAL EXPONENT OF BAYLOR UNIVERSITY,
WACO, TEXAS.
Entered as Mail Matter of the Second Class.

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THE FACULTY OF THE UNIVERSITY.

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The Department of Theology in Baylor.

For some years, under the name of "Bible School," a considerable part of a theological course has been covered in the University, and with excellent results. Professor Tanner's courses in Biblical languages and interpretation, were conducted, as I have reason to believe, on a very high plane, and were not only spiritually uplifting, but thorough and exacting as well. These courses have been open as electives to all students and have ranked with other electives in qualifying for the various degrees offered by the University. Besides these Biblical electives, lectures of great power and value have been given from time to time by Dr. Carroll and others.

With the beginning of the present year the theological

work has been extended so as to include courses in Church History and Systematic Theology, and a course in Missions and Comparative Religion; while a full theological course has been projected, to be provided for as fast as its constituent elements shall be needed, and entitling the student that completes it to the degree of Bachelor of Theology. It is the purpose of the authorities of the University to provide for the covering of the entire course for the theological degree during the session of 1902-3.

The scheme of studies for the degree of Bachelor of Theology presupposes matriculation, just as do the other degree courses, and embraces the following non-theological College studies: Two courses in Classical Greek, two courses in Classical Latin, four courses in English, three courses in History and Economics, four courses in Philosophy, two courses in Pedagogy, and eight Electives. These non-theological subjects have been selected with special reference to their educational value for candidates for the Christian ministry. The theological work of the Department includes full courses in English Bible (Biblical Introduction has been merged in the Old and New Testament English courses, and two courses in Biblical Theology for more advanced students have been substituted), four courses in Hebrew and Old Testament Exegesis, three courses in New Testament Greek, four courses in Church History, three courses in Systematic Theology, three courses in Preparation and Delivery of Sermons, two courses in Church Polity and Pastoral Duties, and two courses in Missions and Comparative Religion.

A comparison of the theological portion of the Th. B. course with curricula of the best Theological Seminaries is invited. It is believed that such a comparison will not prove disadvantageous to the Baylor course. It will be noticed that the course in N. T. Greek presupposes matriculation Greek and two full courses of College Greek. In the Southern Baptist Theological Seminary there are two full years of N. T. Greek, but students may enter the first year with less than matriculation Greek and the first year's

Seminary work must needs be elementary in its nature. It was thought that, with facilities at hand for the most thorough training in the Greek language and the requirement of two full courses of Classical Greek, a year and a half of N. T. Greek would suffice. Our course in N. T. Greek, excluding the preparatory work in Greek grammar, would occupy about one hundred and sixty hours as compared with one hundred and eighty hours, including the preparatory work, given to the subject in the S. B. T. S. The S. B. T. S. completes Church History in one eight months' session with four lectures a week; the Baylor Department of Theology provides two nine months' sessions of Church History with three lectures a week, or about sixty per cent. more lectures. Baylor's course in Sytematic Theology, three hours a week for thirteen and a half months, exceeds, as regards time, more than twenty-five hours, that of the S. B. T. S., four hours a week for eight months. A large part of what is given in the S. B. T. S. under "Polemic Theology" is included in our Systematic Theology, and another large part in our Missions, which is a three hours subject for a year of nine months here, as compared with an hour a week for eight months at Louisville.

A bright student may gain the degree of Bachelor of Theology at Louisville without possessing even College matriculation; whereas the Baylor degree will carry with it a guarantee of the general culture that results from at least two years of College work. It is true that College graduates who take the Th. B. course at Louisville will have some advantage in work over Baylor men who take only the work required for the degree of Th. B.; but it is probable that a large majority of Baylor students will add to this minimum of work required for the degree of Th. B. enough courses to secure one of the non-theological degrees as well. This has been the experience at McMaster University, where the degree of B. Th. is offered for a five years' course including the first two years of the A. B. course. Nearly nine-tenths of the men who take the theological degree take the A. B. as well, which, with the

theological options allowed on the latter degree, requires only one year of additional work. It will be possible at Baylor also for students to gain the two degrees in six years or less. The Baylor year is about two years longer than the McMaster year and, supposing the work to be done with equal vigor and the previous preparation equally thorough, Baylor graduates should have a considerable advantage in equipment for their life work.

Of course it will be understood that it is far from my purpose to disparage the work of the Southern Baptist Theological Seminary. The institution has gained a world-wide reputation for completeness of equipment and for the scope and the thoroughness of its work. My aim is simply to compare the work we are projecting at Baylor with a high and familiar standard.

As soon as the work laid out for the degree of Th. B. is in full operation, courses will in all probability be laid out for the degrees of Master of Theology and Doctor of Theology.

An imperative need for the Department of Theology will be a theological library. Within a few months we shall have one of the largest and most perfectly equipped University library buildings in the South, with a capacity for 200,000 volumes. The possession of this building and the pressing needs of the work of instruction in this Department will constitute a crying demand for an immediate expenditure of some thousands of dollars for the purchase of theological books and for a large fund for the enlargement of the collection from year to year. It can hardly be supposed that our wise and devoted business men, who are showing such deep interest in the prosperity of the University, will long leave the library building without adequate contents.

With such a Faculty as the Baylor authorities are determined to provide and such a Library as cannot fail to be speedily forthcoming, Baylor should be able to offer facilities for all grades of theological work unsurpassed by those of any other institution.

It is to be hoped that the Home Mission department of the State Convention, in co-operation with the Baylor University authorities, will devise some means whereby all the ministerial students in the University capable of doing efficient missionary work may be employed during the vacations and to some extent during the University sessions at such rates of remuneration as will enable them to carry on their studies without interruption. Such a scheme has long been in successful operation in Canada and I see no reason why it should not be introduced on a larger scale and with still better results in Texas. I am informed that the number of undeveloped fields is almost without limit, and I believe that no more efficient agency for developing such fields can be found than student labor. It is my conviction that within five years we might have five hundred self-supporting ministerial students at Baylor who would be doing during their courses of study an amount of missionary work that would vastly exceed in value the money that would need to be raised to supplement what they could collect on the fields; and that the entire denomination in all of its activities would experience such an uplift as we can hardly imagine.

The working out of these schemes will require the application of all the wisdom and the energy that those who have the interest of our work and the cause of Christ at heart can command. But we have put our shoulders to the wheel and there is for us no such word as failure. The cause, we verily believe, is God's own, and He would not mock us by bringing us thus far and failing to give the needful help for the attainment of glorious victory.

It should, perhaps, be said, that there is no intention of restricting the work in the Department of Theology to candidates for the degree of Bachelor of Theology. Ministers and candidates for the ministry will be free to avail themelves of any of the courses that they are prepared to pursue with profit, without reference to the attainment of a degree and without college matriculation. Such students will be heartily welcomed for longer or shorter periods of

study and every effort will be made to give them the help and the encouragement that may be needful.

ALBERT HENRY NEWMAN.

The Relation of Elocution to Practical Public Speaking.

The relation of Elocution to practical public speaking is a matter about which there has been much confusion of purposes. In the first place, there has been much confusion as to what the proper province of Elocution is; and in the second place, there has been a failure to discriminate between Elocution and other means of training necessary to the public speaker. The reason for this confusion is that Elocution has been made to stand for too many things. For example, there is a common notion of Elocution that its ultimate aim is simply popular entertainment in the form of dramatic reading, recitation and declamation. Such has been the logical, if not the implied, aim of Elocution as taught by that class of teachers known as "elocutionists," since their chief purpose is to provide brilliant representations on the stage. In this way they make Elocution an end in itself, and represent it merely as an art which is to be seen and heard, rather than to be felt and thought about.

That Elocution as represented in this way should be regarded with disfavor by those who understand Elocution as only a part of rudimentary training for public speaking is entirely just. Not that popular entertainment as incidental to the study of Elocution is not worth while. On the contrary, entertainment of this kind may not only be well worth while in itself, but may also be used as a proper incentive to the study of Elocution in its true purposes. The real objection to Elocution as represented in this way is twofold: it is, in the first place, a false idea of the proper functions of Elocution in that it represents it as only a means of entertainment and not as having to do primarily with the rudiments of public speaking; and in the second place, the exclusive practice of memorizing and declaiming selec-

tions foreign to the speaker's thought and the undue emphasis placed on spectacular effect are contrary to the principles of natural oratory. It is this abuse of its proper functions that has brought Elocution into disfavor and accentuated the demand for training in practical public speaking.

But the theory which makes Elocution merely an end in itself is scarcely more harmful than the theory which represents it as the beginning and the end of all training for public speaking. This theory is based on the old-field school idea that all a boy needs in order to become a public speaker is to memorize Daniel Webster's speeches and speak them until he learns to speak like Daniel Webster. For example, to show how this ancient method is still employed, two instructors in a leading Northern University, so-called instructors in Elocution, have recently published a new text-book entitled "Practical Public Speaking." In the preface the authors cleverly represent themselves as the discoverers of of a great need for the teaching of practical public speaking, and accordingly herald forth the book as based on their experiments with college classes. The title and the preface sound well enough; but when we come to examine the book itself it is neither more nor less than a collection of hackneyed pieces suitable for either the old-field school exhibition or for the "Elocutionist's" entertainment. The following names of authors will indicate the general character of the selections: Shakspere, Patrick Henry, William Pitt, Daniel Webster, and Henry Clay. Most of the pieces are from speeches made fifty years ago, many are from speeches made a hundred years ago, some are pieces of blank verse declaimed on the Elizabethan stage, while only a few come within the present generation, and these are from set orations. Moreover, all are from speeches delivered on the most extraordinary occasions,—on such occasions as that of Patrick Henry's speech in the Virginia House of Burgesses, of Webster's Bunker Hill oration, of Burke's speech on Conciliation with America, and on occasions of supreme dramatic moment on the Elizabethan stage. And yet the book is entitled "Practical Public

Speaking." It purports to be a text-book based on experiments in training college students how to become practical public speakers, and this in the year eighteen hundred and ninety-nine! Now, one of two things is true: here are two instructors in Elocution seriously representing the time-worn declamation as a means of complete training in practical public speech, or else temporizing with a serious demand for something more practical than exercises in declamation.

The question arises, then, what is the proper relation of Elocution to practical public speaking? Now, whatever Elocution, properly so called, may be, it is certainly not merely an end in itself as entertainment; nor is it any more a complete system of training in public speaking. The perversion of its proper functions in either way can only end in false ideals and misdirected effort. What many misguided teachers and students of Elocution need to do is to return to first principles. Elocution is not so much an art as it is a science. It is the science of rational and forcible expression of spoken discourse; and as such it has to do primarily with such matters as articulation, inflection, the general culture and economy of voice and breathing, and the relation of physical attitude to vocal expression. This is at least the scope of its proper aims and purposes as determined by the meaning of the term Elocution; and this is the province to which teachers who rightly understand and apply its functions restrict it. To define each of these functions in detail is not to the purpose here. But to narrow the scope of Elocution to the expression of discourse by voice and action is by no means to minimize its importance or its usefulness. Within these limits it is a subject which no person who expects to become a public speaker can afford to despise. As an aid to all that is involved in the problem of delivery it is indispensable.

In considering the office of Elocution as related to practical public speaking, it will be found that the main obstacle in the way of making Elocution of practical value is the fact that it has been taught almost exclusively by means of ready-made speeches declaimed or recited from memory.

In method, at least, all the old theories can be reduced to a matter of declamation or recitation; and it is in the use of the ready-made speech and the process of declaming or reciting that most of the abuses lie. For example, it is in this way that declamation comes to be an end in itself, and is employed to the exclusion of other methods more practical. It is not to be denied that declamation has its advantages. In the first place, it at once enables the beginner to stand before an audience and go through a form, at least, of speaking; it thus gives him a certain composure in appearing before an audience; at the same time it affords a means of cultivating ease and grace of manner; and it at once provides handy exercises for drill in Elocution proper. But other arguments advanced in favor of its extensive use, though specious enough, are not so convincing. The most important of these are that by declaiming the speeches of great orators the student comes to imitate their oratorical styles; that this method also furnishes a wide range of vocal expression, which is necessary to both vocal drill and oratorical development; and that it is a better means of securing ease and grace of manner than to require the student to speak his own productions.

To point out some objections to these arguments, it is difficult, in the first place, to see how a student who wishes to become, not an orator of the consciously artificial style of Webster, but simply an effective speaker in a practical way and on practical subjects, can get much benefit from declaiming pieces so foreign to his intellectual life as Webster's speeches. For instance, he is told that he must put himself in sympathy with Webster's surroundings, and ask himself, How did Webster feel when he said this? This is, of course, impossible for him to do, because he not only has none of Webster's feelings but also has no personal interest in either the subject or the occasion. He is required therefore to use his voice and his body to interpret something foreign to his experience, and the performance is accordingly hollow, stagy, unnatural, and unreal.

It may be admitted that in learning to speak, as well as

in learning to write, it is well to study the style of the masters; but just as every person has his own style in writing, so every person has his own style in speaking; and the proper method is to learn to write and to speak in one's own way. Moreover, the theory of imitation is not only wrong in method, but is not the end to be desired. There is no more reason why a speaker of to-day should speak like Webster than that a writer of to-day should write like Dr. Samuel Johnson; except in so far as Webster's speeches may be more like present good speaking than Dr. Johnson's writing is like present good writing. Furthermore, just as no sensible writer of to-day would imitate the pompous style of Dr. Johnson, so would no practical public speaker speak in the pompous, artificial style of Webster. Even Webster himself admitted at the last that his speeches were inflated; and his over-conscious style could not be reproduced successfully to-day even by himself. Imagine him rolling forth the ponderous opening lines of the Bunker Hill oration before a twentieth century audience! The artificialty of it would be too patent. Then imagine a twentieth century school boy trying to speak like Webster! No matter how admirable Webster's grandiloquent style was in its time, it does not represent the style of oratory in use to-day. Then why should teachers of Elocution persist in having their pupils memorize and declaim Webster as a means of securing an oratorical style adapted to the needs of to-day?

For similar reasons it may well be doubted whether the use of different kinds of selections committed to memory really furnish the student any wider range of expression than would be furnished by requiring him to speak his own speeches on a variety of subjects and in the various forms of discourse. For example, if it is desired that his voice be trained by a particular kind of voice exercise, why not find the suitable exercise in something of his own production, in which he has a personal feeling and interest, rather than in some passage from Webster or Shakspere? Moreover, the training of the voice in the two methods is by entirely different processes. It would seem that all articula-

tion, whether of the language of another or of one's own speech, is the same process; but this is very far from being true. The speaking of language comitted to memory involves a vastly greater amount of labor than is required in the delivery of one's own thought. For instance, a speaker can talk in his own style of conversation or speak his own thoughts to an audience for a great length of time without fatigue to the vocal organs; but if he had to speak for the same length of time the memorized language of another his vocal power would be well-nigh exhausted. The difference is that the one process is natural, while the other is unnatural; in the one the vocal organs perform their work naturally and spontaneously, while in the other the speaker must bring them into action with more or less conscious effort. It may be true of both the vocal organs and other parts of the body that unnatural exercise is wholesome, but it is not easy to reconcile this theory with the axiom that the purpose of all regimen of health is to aid nature. At all events, since the student who intends to become a public speaker must, in the nature of things, ultimately use his own language and his own style of delivery, and since these are most natural to his vocal organs, why not have him train his voice in exercises of his own production?

Again, there is the same objection to the use of ready-made speeches as means of teaching attitude and gesture that there is to their use as means of training in oratorical style and culture of the voice. Indeed, it is by means of the memorized selection that the most objectionable features of Elocution as an art in posing and acting are brought into play; for, it being the theory of the "Elocutionist" that Elocution is action, the memorized selection accordingly enables the pupil to disengage his mind from the thought and give his whole attention to posing and gesticulation. Consequently, recitations of this kind are sometimes little more than words set to action.

But at all events, whatever be the merits of declamation as a method of teaching oratorical style, delivery, and physical attitude, the persistent use of second-hand and out-of-

date speeches as a means of teaching the kind of speaking that is demanded to-day cannot be too strongly condemned. The high-sounding, over-conscious oratory of Webster is practically a thing of the past. The day of elaborate phrase-making before cultivated audiences is gone by. There are still a few public speakers who declaim set speches for special occasions, as at political conventions and the like, and there is still some demand for old-fashioned popular eloquence on the hustings in the remote country districts; but the trick of declaiming is now always palpable to cultivated people, and even the rabble, these busy, practical, nervous times, want the speaker to talk to the point and stop when he has reached it. There are, of course, still some people who have an itching of the ears for the "spread-eagle" style, but the man to whom most people will listen in the end is the man with the vital facts; and the eloquence which counts for most is the eloquence truth. To take a practical illustration, probably the most strenuous efforts at old-fashioned popular oratory made nowadays are the set speeches in Congress. But, as every intelligent person knows, these speeches never influence the vote on the measure under consideration. They are meant for "home consumption"; and yet even when they are sent to the rural constituent they are usually laid on the top shelf along with the agricultural reports.

But, on the other hand, take the speeches in Congress that are made before the various committees,—speeches that really tell. Here is a chance for speaking that will count, and the things that tell are vital facts and common sense; and, accordingly, the effective speaker proceeds in a simple, natural, even colloquial style, depending upon the weight of his facts, the clearness and the logic of his presentation, and the common sense of his hearers. It is this kind of speaking,—simple, natural, ready, resourceful, pointed, logical speaking,—that convinces and moves intelligent people to act; for, after all, in every question of public interest

it is the logic, the comon sense, and the clear and forcible presentation that ultimately carries the day.

Furthermore, the habit of declamation not only places undue emphasis on declamatory style, but also fails as a means of cultivating extemporaneous method. In the first place, declamation is so different in its processes from impromptu speaking that, instead of leading to it, it leads from it. For example, it is a fairly general rule that the best declaimer is the poorest impromptu speaker. Accustomed to speaking from memory, and thus having formed the habit of concerning himself with recollecting instead of thinking, the declaimer has no opportunity to speak spontaneously, because he cannot leave the thread of his memorized discourse. Consequently about all he learns to do is to recite in a mechanical fashion language which comes, not from process of thinking, but from the automatic process of remembering. His language comes, not from the conti of thought, but from the succession of words learned in order. The sound of the last word gives him the cue for the next, and thus falling into the mechanical habit of hollow declamation, he substitutes form for substance and sound for sense, and goes on declaiming to the hollow echo of his own voice.

But how different is the manner of the speaker who speaks his own thoughts, who stands before his audience unhampered by memorized selections, and speaks as he thinks and thinks as he speaks. His thought is stimulated by the occasion, his action is prompted by his feelings, his eloquence comes, if it comes at all, from his subject, his purpose and the occasion, and he is composed and resourceful,—all because he has learned to speak by speaking his own speeches.

It is in these effects of declamation on the style of language and delivery that Elocution as usually taught does positive harm. Indeed, Elocution according to this method has no doubt marred as many speakers as it has made.. But how much more harmful is the false idea of Elocution that represents it as including such matters as concern the speaker in determining what he shall say and in what

logical order he shall say it. However much Elocution may do for the speaker after he has his speech in hand,—and it can do a great deal—it can neither help him in having something to say, nor in determining in what logical order he shall say it. And these two points are fundamental. There is nothing so important to the speaker as to have something to say and something worth saying; and, second to this, there is nothing more important than to know how to "put discourse in some frame." For these two purposes, nothing better has been devised for the beginner than the debating society, which has for its most important officer a severe critic; and for the advanced student of spoken diiscourse there is nothing better than systematic training provided in a college course in debating. These two purposes certainly cannot be subserved in the use of ready-made speeches learned and recited from memory. The persistent use of the ready-made speech not only deprives the beginner of the wholesome discipline and the fundamental process of finding as early as possible something to say for himself, but also gives him false ideas that affect his speaking when he is thrown on his own resources and obliged to make his own speech. Since the ready-made speech is always chosen for beautiful language or effective sentiment, the beginner gets the idea that there is no good speaking but what is either beautiful or sentimental. The following extract from Newman's "Idea of a University" illustrates the plight of a boy who has been spoiled in this way. He takes for his subject "Fortes Fortuna Adjuvat," and proceeds in this fashion:

" 'Of all the uncertain and capricious powers which rule our earthly destiny Fortune is the chief. Who has not heard of the poor being raised up, and the rich being laid low? Alexander the Great said he envied Diogenes in his tub, because Diogenes could have nothing less. We need not go far for an instance of fortune. Who was so great as Nicholas, the Czar of all the Russians, a year ago, and now he is 'fallen, fallen from his high estate, without a friend to grace his obsequies.' The Turks are the finest specimens

of the human race, yet they, too, have experienced the vicissitudes of fortune. Horace says that we should wrap ourselves in our own virtue when fortune changes. Napoleon, too, shows us how little we can rely on fortune; but his faults, great as they were, are being redeemed by his nephew, Louis Napoleon, who has shown himself very different from what we expected, though he has never explained how he came to swear to the Constitution, and thus mounted the imperial throne'."

"Now I will prophesy one thing of Robert, unless this fault is knocked out of him; when he grows up, and has to make a speech, or write a letter for the papers, he will look out for flowers, full-blown flowers, figures, smart expressions, trite quotations, hackneyed beginnings and endings, pompous circumlocutions, and so on; but the meaning, the sense, the solid sense, the foundation, you may hunt the slipper long enough before you catch it."

To indicate, then, some ways in which the teaching of Elocution can be made of greater practical value to public speaking, the first is, to teach it as only a means toward spoken discourse, and not as an end in itself; second, to limit it to its proper functions as having to do primarily with the problems of rational and forcible expression by voice and action; third, to discontinue the use of declamation in so far as it is made to represent complete training for public speaking; fourth, to limit declamation to its proper use as a means of elocutionary drill, and to make larger use of exercises in original and extemporaneous speech. In other words, training in Elocution, as the science and art of expression by voice and action, should go hand in hand with training in having something of one's own to say and knowing in what logical way to say it. To be more specific, the business of the teacher of Elocution, in his relation to the student of practical public speaking, should be to teach him how to deliver his own speech. The ideal relation of Elocution to practical public speaking is best subserved in the formal training in public speech now given in a few American colleges in which the instructor of English Composition and

the instructor of Elocution collaborate,—the former teaching the student how to "put discourse in some frame," and the latter teaching him how to "speak the speech."

The Baylor Libraries.

President Harper of Chicago University in an article on "The Business Side of a University" in a recent issue of the Saturday Evening Post makes comparison of the college libraries of a generation ago with those of to-day. Among other things, he says, "The library methods in the departments concerned with literature and history have revolutionized college and University work. Yale graduates still living will remember that in their time there was practically no such thing as a library in Yale University." Mr. William Frederick Poole, the late librarian of Newberry Library, made the following statement in an address delivered a few months before his death: "To those of us who graduated thirty, forty, or more years ago, books outside of the text-books used had no part in our education. They were never quoted, recommended, or mentioned by the instructor in the class-room. As I remember it, Yale College library might as well have been in Weathersford or Bridgeport as in New Haven so far as students in those days were concerned." To-day the library is as necessary to the student of literature, history, economics, or sociology as the laboratory is to the student of chemistry or physics. No institution can do first-class work in any of these departments unless it has a comprehensive, well-sorted library.

Along with this change in the use of libraries has come a change in library administration. Lowell in his essay on "Books and Libraries" says: "Formerly the duty of a librarian was considered too much that of a watch-dog, to keep people as much as possible away from the books, and to hand these over to his successor as little worn by use as he could. Librarians now, it is pleasant to see, have a different notion of their trust, and are in the habit of prepar-

ing, for the direction of the inexperienced, lists of such books as they think best worth reading. Cataloguing has also, thanks in a great measure to American librarians, become a science, and catalogues, ceasing to be labyrinths without a clue, are furnished with finger-posts at every turn. Subject-catalogues again save the beginner a vast deal of time and trouble by supplying him for nothing, one at least of the results of thorough scholarship, the knowledge of where to look for what he wants. I do not mean by this that there is or can be any short cut to learning, but that there may be and is such a short cut to information that will make learning more easily accessible." In most of the more progressive colleges of to-day, the students are not only urged to use the library books freely but are allowed to visit the shelves, where they may gain a familiarity with books and authors that they could not gain otherwise. Professor Wendell of Harvard University says that in the work of a given half hour more literary culture can be gained by going to the shelves of a library, looking at the titles, taking down the books, and turning through the pages than by spending the same time in the most arduous study in any other way.

The modern college library has, among other things, a reading table where the student can find the best papers and magazines, together with indexes to the entire contents of both current and back numbers of these magazines. Another great aid to both instructor and student is what is known as the reserved shelf. Each instructor is furnished with a list of all the books in the library that have to do with his department, and from time to time he has the librarian put certain books out upon the reserved shelf. Here the student may find all the books in the library on the subject or by the author he may be studying at that time. Here at Baylor, except for the work done by the literary societies, a working library has in the past received but little attention. The societies have done well in collecting books, and for this they deserve a great deal of praise; though they have been greatly hampered in their work by the custom of rotating the office of librarian and

putting in men who, as a rule, knew little about books. But a change has come. Trustees, faculty, and students are now all interested in practical library work. Last year the trustees elected a librarian, Mr. J. J. Carroll, who is making every effort to get more books and is cataloguing those already collected. The F. L. Carroll Library Building, the plans for which are being drafted, will be the largest library building in the State; and with the donations of books that will follow we shall soon have a magnificent library.

There are enough books now in the University, if they were all together, to make a good beginning for libraries in English Literature, History, Theology, and Philosphy though there is scarcely anything on Sociology, Economics, and Science. There is also being taken by the societies a large number of the best magazines, and some work is being done in the right direction in the society libraries. Two of these have been consolidated and catalogued, resulting in great good to the members of each society; and another of the societies is preparing to classify its library. The University library is rapidly becoming a library in fact as well as in name. It has lately received a large number of valuable books in the accession of the private library of our late Professor Tanner, which contains the very best books on Theology and Philosophy, and some useful ones on Philology, Literature, and History.

The University library has also received some good books from three of Baylor's Waco friends, Hon. Geo. Clark, Mr. N. B. Davis, and Mr. Blinn, Mr. Blinn giving a complete set of Chambers' Encyclopedia, Judge Clark a complete set of the Confederate Military History, compiled by Gen. Clement A. Evans, and Mr. Davis two valuable volumes which had belonged to his brother, the late Rev. F. T. Davis, a Baptist minister of Virginia. These two books, one a Hebrew-English Lexicon, the other a Biblia Hebraica, will be of service in the theological department. These gentlemen, in presenting these books, expressed themselves as believing that they could not place books in better hands than in the

library of Baylor University for the benefit of the young men and women of Texas.

Why cannot every friend of Baylor do as these have done? In an institution as large as Baylor any good book can be used.

JOHN E. SURRATT,
Philomathesian Librarian.

Two Notable University Celebrations.

The two most notable events in recent college history,—one of them the most notable in all the college history of the world—have been the centennial celebration of the founding of the University of Georgia and the bi-centennial celebration of the founding of Yale. When it is remembered that Yale furnished the University of Georgia its first president, who entered on his duties just one hundred years after Yale was founded, the relation of these two celebrations, marking as they do both the bicentennial anniversary of the parent institution and the centennial anniversary of its offspring, is seen to be somewhat unique.

While it is impossible to give here any adequate review of the two celebrations, it will be interesting to note what have been the most distinct achievements of the two institutions in the periods marked by these two occasions.

Both institutions have made their deepest impress on the country by furnishing conspicuous leaders in official positions. The University of Georgia, her legal existence by charter dating back to 1875, is the earliest chartered State University in America. As the oldest state university, it is therefore not surprising that she should have had a large influence on the public life of the country, and particularly of the South and of her own state. In the century just closed she has contributed to public life one Speaker of the national Congress, one officer of the United States Cabinet, a Vice-President of the Confederate States, three members of the Confederate Cabinet, six senators of the United States, two senators of the Confederate States,

four Generals of the Confederate Army, sixteen members of the Confederate Congress, and forty-one members of the Congress of the United States. Conspicuous in this list were Toombs, Stephens and Hill,—a triumvirate which every Georgian and every Southerner is proud to honor. A name not in the list, but equally conspicuous as a son of Georgia, is that of Henry W. Grady, the prince of Southern orators. From this summary it is apparent that the most marked achievements of the University of Georgia have been in the fields of statesmanship and forensic oratory.

But the achievements of the University of Georgia, brilliant as they are, represent only in a small way the larger achievements of Yale in all fields where vigorous action and high leadership have been in demand. If there is a single characteristic trait of Yale that distinguishes it from all other colleges and universities, that trait is efficiency. The spirit of Yale has been efficient rather than refined. In the field of pure letters, Yale has produced no great work. There is no Yale school of poets; whereas about Harvard a galaxy of poets have clustered. But no one will deny that the work of Yale men is characteristically efficient. Wherever there has been a demand for vigorous and capable men to lead and direct Yale has come forward with a goodly number.

The assertion has been made that Yale has furnished more men to fill positions in the public service than any other American college. Whether out of the considerably greater number of men that have graduated from Harvard as many Harvard men could not be found to have filled official positions as Yale men have done, might prove an interesting investigation. When it is remembered that the third Harvard man has now come to the Presidency, and when all the facts are considered, the results of such an investigation might fairly be assumed to be by no means one-sided. But whatever other colleges have done, Yale has certainly furnished her quota of leading men in statesmanship, science, theology, and education. President Gilman,

in speaking of the work of Yale men in these fields, said in his address at the Yale Centennial, "They have excelled in the pulpit and at the bar and in the halls of legislation, so that without mentioning the names of men whom we have personally known, I will remind you of that long line of jurists and statesmen who were living near the beginning of our second century—William Samuel Johnson, Pelatiah Webster, John C. Calhoun, James Kent, Jeremiah Mason, and that constellation of New England theologians, an innumerable host from Edwards to Taylor."

President Northrop of the University of Minnesota, after mentioning by name the famous educators who were educated at Yale, including the first president of Princeton, Jonathan Dickinson; Dr. Samuel Johnson, the first president of Kings College, now Columbia; Eleazar Wheelock, Dartmouth's first head, and many others of the old days, said, "Yale furnished the first president of at least eighteen colleges, and the list is remarkable as much for the distinguished character of the institutions as for their number. I name them. Princeton, Columbia, Dartmouth, University of Georgia, Williams, Hamilton, Kenyon, Illinois, Wabash, University of Missouri, University of Wisconsin, Beloit, Chicago, California, Cornell, Johns Hopkins, and Western Reserve. One hundred and five graduates of Yale have been presidents of colleges, and at least eighty-five different colleges have at some time had a Yale graduate for president. Among these are the State University of Wisconsin, Minnesota, Iowa, North Dakota, Pennsylvania, Louisiana, Mississippi, Wyoming, Indiana, Georgia, Missouri, Vermont, California and Oregon—and probably others. Among the other colleges, not State Institutions, are Dickinson, Middlebury, Hampden-Sidney, Amherst, Rutgers, Trinity, Lafayette, Transylvania, Tulane, Lake Forest, Pomona and Whitman, and the Imperial University of Japan. More than six hundred graduates of Yale have been professors in some college. I wish I could name them, including the distinguished men who have done their work here at Yale—but the mere reading of the names of professors, the chairs they filled,

and the colleges they served, would require the entire time permitted for this address."

Among university celebrations, the bi-centennial of Yale was beyond doubt the greatest ever held in the world. There were present not only presidents and representatives of most of the leading colleges and Universities in America,—our own institution being represented by President Cooper and Professor Brooks, both Yale men—but also representatives of leading universities in England and Germany. Moreover, the occasion was signalized by the attendance of some six thousand Yale graduates and a gift to the university of two million dollars.

Notes on the Situation.

THE INCREASED REGISTRATION.

The most reassuring evidence that Baylor can henceforth count on a large and increasing patronage is furnished by the figures of the registration for the current session. A year ago the Bulletin was glad to announce that the registration at the end of October had reached 385. This year it has already gone beyond that number by more than two hundred, the enrollment now being 592. The fight for patronage has been won. Henceforth Baylor can devote her energies to other ends than drumming for students. The violent assaults made on Baylor and the organized Baptists of Texas in late years have brought the usual results. Institutions often have cause to be thankful for opposition, and sometimes even for enemies. Persecution often comes as a blessing in disguise. The blood of the martyr is the seed of the church. And so it is in Texas. The organized forces of the denomination have rallied to Baylor's standard, and with the vigorous campaign that has been carried on these three years by the Education Commission, together with the munificence of the Carrolls, Col. Slaughter and others, Baylor's position as one of the first institutions of learning in Texas has been made secure for all time to come.

THE NEW INSTRUCTORS AND THEIR WORK.

During the summer when there was some fear that the attendance would be cut short by the drouth, and at the same time teacher after teacher was being added to the Faculty, it was remarked that there would be a large faculty whether there were many students or not. But nowithstanding the large increase in the faculty, the increase in the number of students has been even greater in proportion. The new teachers, all of them capable in a high degree, have entered on their work with the zeal and spirit of service

that is characteristic of Baylor. As a result, the departments to which they have been elected are being enlarged, both in scope of work and number of students. The departments of Music, Oratory, Chemistry and Physics, and Theology call for special mention. In all these the development is marked. The department of Theology, instituted at the beginning of this session, cannot fail to elicit the most hearty support of the entire denomination, and especially on the part of the ministry. Attention is directed to Dr. Newman's article concerning this department in this issue.

THE NEW BUILDINGS.

Along with the increase in the number of students and teachers, a commensurate increase of buildings is steadil going forward. The contract for the George W. Carroll Science Hall has been let and the foundation has been laid. Appropriate exercises celebrating the corner stone laying will be held later in the year, at which distinguished educators in Science will be invited to make addresses. The Faculty have invited President Remsen of Johns Hopkins as one of the guests to be present on this occasion.

In connection with this mention of the Carroll Science building, the Bulletin repeats the announcement of the recent gift of $50,000 by Frank L. Carroll for a chapel and library building. The plans for this building are being drafted and the work of construction will be commenced in a short time. When this building is completed Baylor will have one of the best library buildings in the South. It will require then only the supplying of a few thousand volumes to complete here at Baylor a vast store-house of books much needed for research in Literature, History, Economics, and like subjects.

ENDOWMENT.

With a large and increasing patronage, commodious buildings, and ample libraries and laboratories secured, the stress

of Baylor's future needs is clearly to be put on endowment. As a matter of fact, large endowment is inevitable. In these days when all that host of patrons and teachers who are fed from the public treasury are clamoring for free tuition,—"free tuition from kindergarten to University"—no institution supported only by private tuition can compete with state institutions supported by public taxation. The argument of free tuition appeals to the churchman, whether Methodist or Baptist, despite his devotion to the institutions of his church. In the competition for patronage the state institutions have all the advantage of this argument, and a very effective argument it is. As a result, the day of the private institution unsupported by any fund save tuition fees is practically ended. The only educational institutions of the future will be the institution supported by the state and the institution supported by endowment.

How futile it is for a college to depend solely on tuition is seen when it is remembered that, when once a college is out of its swaddling clothes, the tuition fees not only fail to constitute any income whatever on the outlay in grounds, buildings, and equipment, but fall short of paying even the salaries of the teachers. Moreover, the income from tuition fees is less and less in proportion to the general outlay as the number of students increases. For example, for a time after Harvard College was founded, the tuition fees, which could be paid partly in country produce, were adequate to pay the meagre salaries of the teachers and meet the current expenses of the college. In those days the expense account for such things as libraries, laboratories, repair of buildings, etc., was an insignificant item. But when Harvard University came to have 4,000 students, although the tuition fee was $150.00 per annum, the annual income from tuition fees was only $600,000, whereas the annual outlay was more than a million dollars.

What, then, must be the salvation of Baylor, with its rapid increase of students and its consequent increase in expenses? Clearly endowment. The time has come when the progress of the institution can not be held in check, even if there be

a deficit on the balance sheet every year. The institution cannot stand still. It has reached that point in its history where nothing can stop its onward march. For it ever to be bound again within the dimensions of its former self were as impossible as for the rose to shut and be a bud again.

The argument for endowment might be pressed even further. Baylor is committed to the policy of free tuition and beneficiary aid to ministerial students and ministers' children. When it is remembered that upwards of one hundred students preparing for the ministry are annually registered at Baylor, it is evident how great a draft is made on the resources of the institution in this way. The supplying of this fund means endowment.

Finally, there is another argument for endowment as strong as any of those already presented. This argument goes to very heart of the question, for it relates to the efficiency of the teaching. Any college man nowadays knows that first-rate teaching cannot be permanently secured by third-rate pay. And first-rate pay is not to be had from tuition fees alone. It is possible for a college to secure first-rate pay for a few teachers by grouping departments together and offering only the few courses these few teachers can give. But such a policy secures neither a comprehensive curriculum nor the thorough teaching of any subject. Things are not done at Baylor in this way. Teachers have not only been secured for each special department, but additional teachers are needed for the sub-divisions of these departments. The maintaining of a high order of teaching in these special departments clearly means endowment. Not that the teachers of Baylor University are chafing under the embarassment of inadequate salaries. The true teacher is always vastly more concerned about the efficiency of his teaching than about the size of his salary. The teachers of Baylor University are true teachers, willing to take on themselves the burden of teaching much more than the usual number of hours per day, and even on a small salary, in order that the work demanded may be done. The chief concern therefore to the Baylor teacher is not that his salary

is small as compared with college salaries paid elsewhere, but that on account of the multitude of his duties his teaching is not satisfactory to himself. To the true teacher and the scholar teaching is not a question of how much but how well. The embarrassment of the teacher in Baylor is that under present conditions he has to undertake to do more than he can do well. The necessity for relief from these conditions is a powerful argument for endowment, both to teacher and to patron, because it is only by means of endowment that additional teachers needed to relieve the burden can be secured.

Looked at from every point of view, then, the situation at Baylor is such that larger endowment must come as a logical result. Endowment will be needed to maintain the equipment now in sight,—buildings, laboratories, and libraries—in proper condition. Endowment is needed to supply a fund for the education of ministers and ministers' children. Endowment is needed, not only to provide adequate salaries for the teachers already employed, but also to increase the efficiency of these teachers by employing as many additional teachers as are needed. Endowment for Baylor is inevitable.

ANNOUNCEMENTS

.....FOR.....

THE SPRING TERM

.....OF.....

BAYLOR UNIVERSITY,

1901-1902.

BOARD OF TRUSTEES.

REV. B. H. CARROLL, President.
W. H. JENKINS, Vice-President.
JOHN T. BATTLE, Secretary.
E. R. NASH, Treasurer.

REV. B. H. CARROLL, D. D.	Waco
JUDGE W. H. JENKINS	Waco
JOHN T. BATTLE	Waco
J. HANSEL WOOD	Waco
J. B. SCARBOROUGH	Waco
O. I. HALBERT, M. D.	Waco
HOMER WELLS	Waco
M. H. STANDEFER	Waco
E. R. NASH	Waco
C FALKNER	Waco
COL. W. B. DENSON	Gainesville
REV. GEO. W. TRUETT	Dallas
O. S. LATTIMORE	Fort Worth

Faculty for 1901-1902.

OSCAR HENRY COOPER, LL. D.,
President.

ALBERT HENRY NEWMAN, D. D., LL. D.,
A. B., Mercer University, 1871; A. M., ib., 1875; Graduate Rochester Th. Sem., 1875; Graduate Student S. B. T. Seminary, 1875-6; Professor of Church History Rochester Th. Sem., 1877-81; LL. D., Southwestern Baptist University, 1883; D. D. Mercer University, 1885; Professor of Church History, McMaster University, 1881-1901.
Professor of Church History.

BENJAMIN HARVEY CARROLL, D. D.,
Lecturer in Theology.

JAMES FRANCIS GREER, A. M.,
A. B., Center College, 1881; A. M., ib. 1884.
Professor of Latin Language and Literature.

ORLANDO CLARK CHARLTON, A. M.,
B. S., Hanover College, 1872; A. M., ib., 1885.
Professor of Biology and Geology.

WADE HILL POOL, A. B.,
A. B., Baylor, 1887.
Dean of the Baylor Academy.

JESSE BRELAND JOHNSON, Ph. D.,
A. B., Baylor, 1891; A. B., Yale, 1893; Fellow in Yale, 1893-95; Ph. D. ib., 1895.
Professor of Mathematics.

FREDERICK EBY, Ph. D.,
A. B., McMaster University, 1895; Graduate Student, University of Chicago, 1895-97; Fellow in Pscychology, Clark University, 1899-1900; Ph. D., ib., 1900.
Professor of Pedagogy.

ANDREW JACKSON RITCHIE, A. M., LL. B.,
LL. B., University of Georgia, 1897; A. B., 1899; A. B., Harvard, 1899; A. M. ib., 1901.
Professor of English Language and Literature.

ROBERT HOUSTON HAMILTON, A. B.,
A. B., Baylor, 1901.
Associate Professor of Economics and Politicul Science.

ROBERT N. BARRETT, A. M., Th. D.,
A. M., Bethel College, 1891; Th. D., S. B. T. Sem., 1895.
Associate Professor of Bible Languages.

E. EMMET REID, Ph. D.,
A. M., Richmond College, 1892; Scholar Johns Hopkins, 1894-96; Demonstrator of Chemistry University of Maryland, 1896-7; Fellow Johns Hopkins, 1897-98; Ph. D., ib., 1898.
Professor of Chemistry and Physics.

GEORGE RAGLAND, A. M.,
A. M., Richmond College, 1895; Fellow Johns Hopkins, 1897-1901.
Professor of Greek Language and Literature.

THOMAS HERBERT DICKINSON, A. M.,
Ph. B., Ohio State University, 1898; A. M., Columbia Univeraity, 1900.
Associate Professor of Oratory.

JOHN ARTHUR RAY, A. B.,
A. B., Baylor, 1898; A. B., Yale, 1899; Student in the University of Grenoble, France, 1900.
Instructor in German and Romance Languages.

MIRIAM BUCK, A. B.,
A. B., Waco University, 1886.
Instructor in English and History.

MISS ALTA JACK, A. B.,
A. B., Baylor, 1901.
Instructor in Mathematics.

W. C. JAMES, A. B.,
A. B., Richmond College, 1893.
Instructor in Latin and Greek.

W. R. RITCHIE, A. B.,
A. B., University of Georgia, 1900.
Assistant in the Academy.

RUDOLF EDUARD HOFFMAN,
Hamburg Real-Gymnasium and Royal Conservatory of Leipsic.
Professor of Music.

PETER SCHWATLO,
Ascanisches Gymnasium and Royal High School of Music, Berlin.
Associate Professor of Music.

BESSIE LOUISE FINLEY,
Western College, Oxford, Ohio; Student Leschitizsky School of Music Vienna.
Instructor in Music.

LEONA RANDALL,
School of Music, Baylor University; New England Gonservatory of Music.
Instructor in Music.

HELEN McGOWN,
Alabama Central Female College,
Instructor in Music.

MARGARET KENDALL,
School of Music, Baylor University,
Instructor in Music.

BARBARA TALiAFERRO, B. S ,
Art Students' League of New York.
Instructor in Painting and Drawing.

OTHER OFFICERS.

MAJOR E. G. MATHEY, U. S, A.,
Commandant of Cadets.

MRS. A. H. NEWMAN,
Superintendent of Georgia Burleson Hall.

MRS. R. H. HAMILTON,
Superintendent oj Maggie Houston Hall.

EUGENE WOOD, A. B.,
Baylor, 1895.
Registrar.

JAMES J. CARROLL,
Librarian and Curator of the Mnseum.

PEARL STANDEFER,
Assistant Registrar.

Correlation and Affiliation of Baptist Academies and Colleges.

By action of the Baptist General Convention of Texas in 1897, an Educational Commission was organized to unify the educational work of the denomination in Texas. Through this Commission, more than two hundred thousand dollars was contributed in 1901 by the friends of Christian education for the improvement of the condition of the various institutions so correlated. These institutions are permanently affiliated with Baylor University, and their courses of study will be so arranged as to be equivalent to the curriculum of the University through the Sophomore year. Their graduates are admitted to advanced standing without examination. The institutions so affiliated with Baylor University are as follows: Baylor Female College, Belton; Howard Payne College, Brownwood; Decatur College, Decatur; East Texas Baptist Institute, Rusk; and Burleson College, Greenville. The plan of correlation is embodied in the following sections from the constitution of the Educational Commission:

"1. Each of the affiliated schools shall maintain in all its courses of study a standard of scholarship equivalent to that maintained by the University for the same course.

"2. Baylor Female College shall be equipped to do full college work and confer all the usual Bachelor and Master degrees. Its point of affiliation with the University shall be in the Post Graduate degrees.

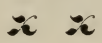
"3. The other schools of the system shall be equipped to extend their work, if need be, over the course covered by the Sophomore Class in the University.

"4. The Diplomas or certificates of Baylor College and the other schools shall be accepted by the University without examination, to the extent of affiliated work provided for.

"5. The unit of grading the several courses shall be the

University Curriculum, and where the work is classed as equivalent and not identical, and the University and the affiliating schools shall fail to agree thereon, then this commission, if existing, or if not existing, some other authority to be appointed by the Convention, shall decide.

"6. That no school in this system shall be prevented from teaching any branch or branches required for a permanent State Teacher's Certificate, or such branches as book-keeping, short-hand, and type-writing, which are required to meet the demands of said schools."



Affiliated High Schools and Academies.

Relations of affiliation have been established with some of the best high schools and academies in the State, and this process is being extended. These are:

Abilene High School,
Belton High School,
Bruce Academy, Athens, Texas,
Dallas High School,
Denton High School,
Edna High School, Edna, Texas,
Ennis High School,
Granbury Institute, Granbury, Texas,
Gainesville High School,
Gatesville High School,
Graham High School,
Hempstead High School,
Hillsboro High School,
Houston High School,
Kaufman High School,
Madison Academy, Madisonville, Texas,
Orange High School,
Beaumont High School,
Bowie High School,
Clarksville High School,
Cleburne High School,
Denison High School,
Dublin High School,
Elmwood Institute, Celeste, Texas,
Fort Worth High School,
Flatonia Institute, Flatonia, Texas,
Ball High School,
Gonzales High School,
Greenville High School,
Henderson High School,
Honey Grove High School,
Jacksboro High School,
Lewis Academy, Forney, Texas,
Marshall High School,
Palestine High School,

Paris High School,
Plano High School,
Summer Hill Select School, Omen, Texas,
Temple High School,
Texarkana High School,
Taylor High School,
Uvalde High School,
West Paris Academy, Paris,
Patterson Institute, Hillsboro, Texas.
San Antonio Academy,
Terrell High School,
Thomas Arnold High School,
Tyler High School,
Waco High School,
West Texas Academy,
Whitney High School,
Willie Denton College, Joshua, Texas.

The form of application for affiliation will be sent on application to the Registrar, Mr. Eugene Wood.

General Regulations.

Conditions of Admission.

A student holding a certificate of graduation from the Academy of Baylor University is admitted to the Freshman class. A certificate of graduation from an affiliated school is accepted in lieu of examination according to the terms of affiliation with that school.

Other candidates for admission to the Freshman class will be examined on the studies of the senior year in the Academy, and on Civics, Physiology, General History, and English Composition.

Candidates for advanced standing may be admitted by examination upon the studies required for admission and those for which he seeks credit, or by other satisfactory evidence that he has successfully performed the work in these studies. Each case is decided upon its merits.

Matriculation.

Students are expected to report to the President promptly on arriving in Waco.

The order of matriculation is as follows:

(1.) Presentation to the President of a certificate of character and of standing in school last attended.

(2.) Examination (not required of those who bring certificates from affiliated schools) and classification.

(3.) Payment to the Treasurer of the matriculation fee, the incidental fee for one term, and the tuition fee for a half term.

(4.) Registration and issuance of matriculation card. This card is necessary to gain admission to any class.

Number of Recitation Hours.

No collegiate student is permitted to take fewer than twelve hours of recitation work per week, nor more than sixteen, except by special action of the Faculty. A student may be excused from an assigned study only by the President upon recommendation of the instructor in charge.

Withdrawal from the University.

Permission of withdrawal will not be granted except for ill health, inability to pursue college duties, some unavoidable necessity, or upon the written request of the parent or guardian. It is earnestly requested that no parent withdraw his son or daughter just before the examination for trivial causes. Such withdrawals are highly injurious to the student. Any student who shall leave the University without permission signed by the President shall be suspended ipso facto.

Discipline.

The University is a great literary family, bound together by mutual interest and kind offices, and its discipline is parental in character. Students are trained to act from principle. Cases requiring severe discipline are rare.

Students are required to pursue diligently the course of study prescribed. In case of failure to maintain a satisfactory standing, warning is given, and if improvement does not follow, the penalty of removal from the class or suspension from the University may be imposed.

Expenses.

All fees are payable to the Registrar quarterly in advance, except the incidental and chemistry fees, which are paid each term, and the matriculation fee, which is paid only once.

Matriculation fee (paid once)	$5 00
Incidental fee, per term	2 50
Laboratory fee (Chemistry A), per term	2 50
Laboratory fee (Chemistry B), per term	5 00
Graduation fee, including diploma	10 00
Board in Burleson Hall, for young ladies, per quarter	31 50
Room rent Houston Hall, per quarter	5 00
Contingent fee, Houston Hall. Deposit	2 50

TUITION.

Academy, per quarter	$12 50
College, per quarter	15 00
One special course (not more than five hours per week), per quarter	7 50
Instrumental Music, under Director, per quarter	$15 00
Instrumental Music, regular, per quarter	12 50
Vocal Music, per quarter	12 50
Harmony in Class, per quarter	7 50
Sight Singing and Chorus Drill (in class), per term	5 00
Use of piano, one hour per day, per quarter	2 50
Use of piano, two and one-half hours per day, per quarter	5 00
Additional hours pro rata.	
Painting and Drawing, one course	12 50
Painting and Drawing, two houses	25 00
Elocution and Oratory (in class), per quarter	6 25
Elocution and Oratory (individual lessons), per quarter	12 50

ESTIMATE OF NECESSARY EXPENSES FOR TEN MONTHS.

		MODERATE	LIBERAL	VERY LIBERAL
Board, fuel and lights		$ 90 00	$125 00	$150 00
Tuition	Academy	50 00	50 00	50 00
	College	60 00	60 00	60 00
Matriculation fee		5 00	5 00	5 00
Incidental fee		5 00	5 00	5 00
Books and stationery		10 00	15 00	25 00
Laundry		10 00	13 00	20 00
TOTAL:	Academy	$170 00	$213 00	$225 00
	College	$180 00	$223 00	$265 00

PAYMENT OF FEES.

All fees, including board in Georgia Burleson Hall, are payable in advance to the Treasurer, as follows: Tuition and board, quarterly; incidental fee, semi-annually; matriculation fee, on entrance. No student is admitted to any class in the University until the fees have been paid.

Students entering during the first two weeks will be charged for the full quarter.

In case of death or protracted illness, the pro rata of tuition and board will be refunded, but in no other case.

No money will be refunded for absence during the last two weeks of any quarter.

No money will be advanced on the current expenses of students. Parents are advised to make a deposit with the treasurer to meet such expenses.

MINISTERIAL AID.

1. Free tuition in the Literary and Bible Departments is given to any applicant who is a member of a regular Baptist church and brings a certificate from that church that he has been licensed or ordained, and is at the present time worthy of such help.

2. If an applicant desire other help than free tuition, then, in addition to the foregoing conditions, his church, his association, or his brethren, must endorse for him by pledging to share with the Trustees the expense of his board, which will be in round numbers about $100 per annum. Of this amount at least $50 should come from his friends as a substantial mark of their confidence. The Board of Trustees may, on sufficient evidence of need and worthiness, extend their part of the help to the maximum of $50.

3. A further condition of receiving aid from the fund is that the student shall carry on successfully a course of studies amounting to at least fourteen hours of recitation per week. Low monthly grades, poor attendance, or failure in final examinations shall be sufficient grounds for discontinuing help.

4. No aid from the fund will be given to any student during his first quarter in the University.

5. Since the disbursement of this fund is not a charity, but an investment in the efficiency of the Baptist ministry preference will be given to men who have not only the desired moral qualifications, but who show the ability and the disposition to profit highly by college training.

6. All ministerial students are required to carry regularly at least one study in the department of Theology, unless excused by the Ministerial Aid Committee.

7. All students intending to comply with these conditions should open correspondence, before the college term begins, with Dr. B. H. Carroll, who will consider the application and give all necessary information, and who is hereby authorized to consummate all necessary arrangements.

PREACHERS' CHILDREN.

Minor children of Baptist ministers actively engaged in the ministry as a life work and in hearty co-operation with the University, may have free tuition in the Literary and Theological departments. The same benefit is offered to minor children of deceased Baptist ministers, who, when living, conformed to these conditions.

But as Baylor University is greatly burdened in educating the large number of beneficiaries that yearly come to its halls, free tuition is allowed to ministers' children only in the College and in the Senior year of the Academy. This does not apply, however, to ministerial students.

Requirements for Degrees.

For graduation with a Bachelor's Degree, forty-two full courses are required. Of these, twenty-eight are prescribed as shown in the table below. The remaining fourteen are elected by the student, subject to the approval of the Faculty, from the other studies offered in the various departments.

The following groups set forth the character of the work leading to the various degrees:

FOR THE DEGREE OF BACHELOR OF ARTS.

Classic Languages.—Eleven courses in Latin and Greek, not less than five in either.

Mathematics.—Three courses.
Natural Science.—Three courses.
English.—Four courses.
History and Economics.—Three courses.
Philosophy.—Four courses.
Elective.—Fourteen courses.

FOR THE DEGREE OF BACHELOR OF SCIENCE.

Mathematics and Natural Science.—Eleven courses, not less than five in either.

Latin.—Two courses.
English.—Four courses.
History and Economics.—Three courses.
Philosophy.—Four courses.
Modern Languages.—Four courses, two of which must be German.
Elective.—Fourteen courses.

FOR THE DEGREE OF BACHELOR OF PHILOSOPHY.

Philosophy, History and Economics.—Eleven courses, not less than five in either.

Latin.—Three courses.

Mathematics.—Three courses.

Natural Science.—Three courses.

English.—Four courses.

Modern Languages.—Four courses, two of which must be in German.

Electives.—Fourteen courses.

FOR THE DEGREE OF BACHELOR OF LETTERS.

English and Fine Arts.—Eleven courses, not less than five in either.

Mathematics.—Two courses.

Natural Science.—Three courses.

German (or Latin).—Three courses.

French (or Italian).—Two courses.

Economics and History.—Four courses.

Philosophy.—Three courses.

Elective.—Fourteen courses, not more than seven in Fine Arts.

FOR THE DEGREE OF BACHELOR OF THEOLOGY.

Biblical Theology.—Two courses.

Old Testament English.—Two courses.

New Testament English.—Two courses.

Old Testament Hebrew and Exegesis.—Four courses.

New Testament Greek and Exegesis. Three courses.

Church History.—Four courses.

Systematic Theology.—Three courses.

Homiletics.—Three courses.

Church Polity and Pastoral Duties.—Two courses.

Missions and Comparative Religions. Two courses.

Classic Greek. Two courses.

Latin.—Two courses.

English.—Four courses.

History and Economics.—Three courses.

Philosophy.—Four courses.

Pedagogy.—Two courses.

Electives.—Eight Courses.

A TABULATED STATEMENT OF THE REQUIRED WORK.

FRESHMAN YEAR.

FALL TERM.

A. B. COURSE	B. S. COURSE	PH. B. COURSE	B. L. COURSE
Latin (A) 3	Latin (A) 3	Latin (A) 3	Latin (A) or German (A) .. 3
English (A) 3	English (A) 3	English (A) 3	English (A) 3
Greek (A) 3	Mathematics (A) 3	Mathematics (A) 3	Math. (A) 3
Mathematics (A) 3	German (A) 3	German (A) 3	History (C) 3
History (J) 3	History (C) 3	History (C) 3	Fine Arts 3

SPRING TERM.

Latin (B) 3	Latin (B) 3	Latin (B) 3	Latin (B) or German (B) .. 3
English (B) 3	English (B) 3	English (B) 3	English (B) 3
Mathematics (B) 3	Mathematics (C) 3	Mathematics (B) 3	Mathematics (F) or (C) 3
Greek (B) 3	German (B) 3	German (B) 3	History (D) 3
History (D) 3	History (D) 3	History (D) 3	Fine Arts 3

SOPHOMORE YEAR.

FALL TERM.

Latin (C) 3	English (C) 3	Latin (C) 3	Latin (C) or German (C) .. 3
English (C) 3	Mathematics (G) 3	English (C) 3	English (C) 3
Mathematics (C) 3	German (C) or French (A) .. 3	Mathematics (C) 3	French (A) or Italian (A) 3
Greek (C) 3	Chemistry (A) .. 3	German (C) or French (A) 3	History (A) .....
Electives 4	Electives 4	History (A) 2	Fine Arts 3
		Electives 2	Electives 2

SPRING TERM.

Latin (D) 3	Mathematics (H) 3	German (D) or French (B) 2	English (J) 3
Greek (D) 3	German (D) or French (B) 3	History (B) 2	Chemistry (A) .. 3
Chemistry (A) .. 3	Chemistry (B) .. 3	Chemistry (A) 3	French (B) or Italian (B) 3
Physics (A) 3	Physics (A) ... 3	Physics (A) 3	Fine Arts 3
Electives 4	Electives 4	Philosophy (B) 3	Electives 4
		Electives 2	

JUNIOR YEAR.

FALL TERM.

Philosophy (A).....3	Philosophy (A).....3	Philosophy (A).....3	Philosophy (A).....3
Economics (A) 3	Economics (A) 3	Economics (A) 3	Economics (A) 3
Latin (E).....3	Mathematics (I).....3	History (J).....2	Fine Arts.....3
Greek (E).....3	Electives.....7	Electives.....8	Electives.....4
Electives.....4			

SPRING TERM.

Philosophy (B).....3	Philosophy (B).....3	Philosophy (E).....3	Botany (A).....3
English (J).....3	English (J).....3	English (J).....3	English or Fine Arts.....3
Geology (A)...3	Geology (A)....3	Geology (A)....3	Geology (A)....3
Electives.....7	Electives.....7	Electives.....7	Electives.....7

SENIOR YEAR.

FALL TERM.

Philosophy (C).....3	Philosophy (C).....3	Philosophy (C).....3	Philosophy (C).....3
Electives.....13	Electives.....13	Electives.....13	Zoology (A) or Botany (B)....3
			Electives.....10

SPRING TERM.

Philosophy (D).....3	Philosophy (D).....3	Philosophy (D).....3	Philosophy (D).....3
Electives.....13	Electives.....13	Electives.....13	Electives.....13

*The letters (A), (B), etc., refer to courses thus designated and described under the several departments. The figures indicate the value of the course in number of credits; also the number of hours of recitation per week.

REQUIREMENTS FOR HIGHER DEGREES.

The Master's Degrees, A. M., M. S., and Ph. M., will be conferred upon the following conditions:

1. The candidate must have received the corresponding Bachelor's Degree from Baylor University, or from some other institution of high grade ,in which latter case his Bachelor's course, if not equivalent to that of the University, shall have been made so by additional work.

2. He must have spent thereafter one year in residence graduate study in the University, or two years in some other institution of high grade, or two years pursuing, in absentia, studies by correspondence in the Correspondence Department of the University.

3. He must have successfully completed, according to the preceding section, at least ten courses, selected with the approval of the Faculty, not less than five nor more than seven of which shall be in his principal department, and the others in not more than two other departments; provided: (1), That not more than two courses catalogued in the required work below the Junior year may be elected; (2), That his principal work may not be in Mathematics or Science if he is a candidate for the A. M. degree, nor in Greek, Latin or English if a candidate for the M. S. degree; (3), That he has stood a written examination at the University, unless otherwise specially ordered, upon all the courses offered, making an average grade of at least 80 per cent. upon all and not less than 75 per cent. upon any study.

4. He must have presented to the head of his principal department, at least thirty days prior to the day of graduation, a satisfactory thesis in type-written or printed copy, upon an approved theme connected with his studies in this department. The thesis, upon being accepted, becomes the property of the University.

The fees for tuition and graduation are the same as in a course for the Bachelor's degree.

Departments of Instruction.

BIOLOGY AND GEOLOGY.

PROFESSOR CHARLTON.

Zoology.

(A) *Invertebrate Zoology.* With laboratory work. Full course. Fall term.

(B) *Vertebrate Zoology.* With laboratory work. Full course. Spring term.

(C) *Mammalian Anatomy.* With Lectures. Two-thirds course. Fall term.

Botany.

(A) *Elementary Botany.* With laboratory work on the flowering plants and lectures on the physiology of plants. Full course. Spring term.

(B) *Ecology.* A study of plant relations and their distribution in societies. The effects of various ecologic factors, such as heat, light, water and soil in modifying the structure and habits of plants are discussed in lectures and investigated in laboratory and field work. Full course. Fall term.

(C) *Cryptogamic Botany.* A course of lectures on the flowerless plants, with laboratory work on Algae, Fungi, and Mosses. Full course. Spring term.

Botany is now offered in the Academy.

Physiology.

(A) *Human Physiology.* With considerable laboratory work. Full course. Fall term.

Geology.

(A) *General Course in Geology.* Including Dynamical, Structural and Historical Geology. A special subject is assigned to each member of the class for investigation. Text: Le Conte's *Elements.* Full course. Spring term.

Geography.

(A) *Twenty lectures on Geography.* Elective for collegiate students. Reference to a good text-book required. One-third course. Fall term. Repeated during Spring term.

(B) *An advanced course in Physical Geography or Physiography.* A study of "the physical environment of man in an explanatory rather than in a descriptive way." The course includes the study of: (1) The earth as a planet. (2) The atmosphere. (3) The ocean. (4) The evolution of land forms. (5) The relation of the various factors of man's physical environment to his habits and occupations. Fall term. This course is offered by informal correspondence.

Laboratory Work.

In both Zoology and Botany use is made of compound microscopes, and full notes and detail drawings are required. Ample facilities are afforded for the complete dissection of plants and typical animals, such as the cat, the pigeon, the turtle, and the starfish.

The staining and sectioning of tissues and the preparation of permanent mounts for microscopic study is made a part of the work.

Two hours of laboratory work are required as the equivaeent of one recitation.

The museum collections are an important aid in the teaching of Biology and Geology.

CHEMISTRY AND PHYSICS.

PROFESSOR REID.

(A) *Inorganic Chemistry.* The principal chemical theories; chemistry of the non-metals, chemistry of the metals, the periodic system. The course consists of lectures, illustrated by experiments, together with recitation on the lectures and on assigned portions of text. Text: *Remsen's Chemistry* Briefer Course. Full course. Fall Remsen's *Chemistry, Briefer Course.* Full course. Fall and Spring terms.

(B) *Laboratory Work.* To be taken with course (A). The time, six hours a week, is spent in the laboratory, and the aim is to enable the student to become personally acquainted with chemicals and with chemical methods. Remsen's *Laboratory Experiments.* Full course. Fall and Spring terms.

(C) *Organic Chemistry.* A study of the more important compounds of carbon. Compounds of the fatty series are first studied and then those of the aromatic and allied cyclic series. Remsen's *Organic Chemistry.* Full course. Spring term.

(D) *Inorganic Chemistry.* The same subjects are taken up as in course (A), but in a more advanced manner. Modern theories of chemistry are treated as fully as the time permits. Prerequisites, Chemistry (A) and (B). Full course. Fall term.

(E) *Qualitative Analysis.* After a preliminary review of the reactions on which qualitative analysis depends, numerous unknown solutions are given to be examined for bases and then for acids, concluding with the examination of a few simple minerals.The time is six hours a week, spent in the laboratory. Prerequisites, Chemistry (A) and (B). Full course. Fall and Spring terms.

(F) *Advanced Qualitative Analysis.* Continued work in qualitative analysis with the separation of more difficult mixtures and the examination of more complex

minerals. Some blow pipe work will be done. Prerequisites, courses (A), (B), and (E). Full course. Fall term.

(G) *Laboratory Work in Organic Chemistry.* Preparation and study of the simpler organic compounds. Prerequisites, courses (A), (B), and (E). This course should be taken with (C). Full course. Spring term. Not offered in 1901-1902.

(H) *Quantitative Analysis.* To be offered in 1902-1903.

Laboratory Fees.

The laboratory fee in each of the laboratory courses in Chemistry, namely (B), (E), and (F), is five dollars. These fees cover the cost of the common chemicals and materials; more expensive chemicals and apparatus broken will be charged for.

The present chemical laboratory is supplied with tables, water, gas, and sufficient apparatus and chemicals for the use of students in general chemistry and qualitative analysis.

PHYSICS.

(A) *General Physics.* A somewhat mathematical treatment of the laws of physics, mechanics, and heat. As preparation trigonometry is required and analytical geometry much needed. Hastings and Beach's *General Physics.* Full course. Fall term.

(B) *A continuation of course* (A). Light, Electricity, Magnetism. As in course (A), the instruction is by lecture and recitation based on the text, together with written problems and text exercises. Full course. Spring term.

ECONOMICS AND POLITICAL SCIENCE.

ASSOCIATE PROFESSOR HAMILTON.

(A) *Political Economy.* Except by permission of the Instructor, only Juniors and Seniors are admitted. A study of wealth and the phenomena of values. Lectures by the instructor and reports on assigned topics by the class. Full course. Fall term. Text: Hadley's *Economics.*

(B) *Public Finance.* Prerequisite, Course (A). Recitations and lectures. Taxation with special reference to its incidence, financial administration, and public debts. Much written work on assigned topics. Two-thirds course. Not offered in 1901-02; but alternating with Course (C) thereafter.

(C) *History and Theory of Banking.* Prerequisite, Course (A). This course is intended to acquaint the student with the financial history of the United States. A study of state and national banks; a review of financial panics as related to banking. Two-thirds course. Spring term. Text: *Dunbar.*

(D) *Jurisprudence.* An elementary study of the origin and development of the State; the structure and function of the modern State; the origin and growth of customary law. The object of this study is to teach students the fundamental laws of equity common to all civilized nations, and to prepare thoughtful young men and women for a proper realization of good citizenship. Two-thirds course Fall term. Text: *Holland* or *Markby.*

(E) *Social Science.* An elementary study of society, the origin of civilization, and the growth of social institutions. Map-drawing illustrating social growth is required. Open only to Juniors and Seniors. Full course. Fall term. Text: *Small and Vincent.*

(F) *Constitutional Government.* A study of American Government, Federal and State. Helpful to prospective law students. Full course. Not offered in 1901-92; but alternating with Course (G) thereafter.

(G) *The English Constitution.* A study of the

English Government as practically operated. Studied in the light of English history. Full course. Spring term. Text: *Macy*.

ENGLISH LANGUAGE AND LITERATURE.

PROFESSOR RITCHIE.

The three objects aimed at in the Department of English are:

I. Proficiency in English Composition.

II. A general acquaintance with English Literature.

III. A knowledge of the origin and development of the English Language and Literature.

I. ENGLISH COMPOSITION.

(A) *Rhetoric and English Composition.* Lectures, recitations, the writing of short themes, and the criticism and correction of themes read in class-room. Text: A. S. Hill's *Foundations of Rhetoric*. Full course. Fall term. Prescribed for Freshmen.

(B) *Rhetoric and English Composition.* A continuation of Course (A), combined with the study of master-pieces of English prose style. Text-book: A. S. Hill's *Principles of Rhetoric*. Full course. Spring term. Prescribed for Freshmen.

(J) I. *English Composition.* Text-book: Wendell's *English Composition*. Lectures and recitations on the principles of composition as outlined in the text-book; the writing of short themes in criticism of master-pieces of English prose style, and longer themes in the various forms of writing, such as Exposition, Narration, Description, Argument, and Criticism. Full course. Spring term. Required of all candidates for degrees.

(J) II. *English Composition and Prose Literature.* An advanced course offered for Seniors and Graduates who desire further practice in the expression of clear and connected thought. Text-book: Gardiner's *Forms of Prose Literature*. Lectures and recitations; short themes in

criticism of the style of representative prose writers, and longer themes in the various forms of writing treated in the text-book. Full course. Fall term.

(R) *Argumentation.* A course intended for students who desire training in debating and practical public speaking. The work of the course will consist of written briefs of argument and exercises in oral debate. The number of students will be limited, and in order to be admitted to the course applicants must obtain the permission of the instructor. Text-book: Baker's *Principles of Argumentation.* Given as a full course for both the Fall and the Spring term.

In this course the Professor of English will be assisted by the Professor of Elocution and Oratory.. The Professor of Elocution and Oratory will give technical training in oral debate, based on briefs and arguments prepared under the direction of the Professor of English.

II. ENGLISH LITERATURE.

(C) *English Literature.* An introductory course in the history and development of English Literature in outline. Stopford Brooke's *History of English Literature* will be used for dates and general outline. Lectures, recitations, prescribed reading, and written reports. Full course. Full term. Prescribed for Sophomores.

(D) *English Literature.* From the time of Spenser to the death of Milton. The first part of the course deals with Spenser and the predecessors of Shakspere; the second with Shakspere and the writers of the transition period from Shakspere to Milton; and the third with Milton and the writers of the transition period from Milton to Dryden. Lectures, recitations, prescribed reading, and written reports. Full course Spring term.

(E) *English Literature.* From the time of Dryden to the time of Wordsworth. Among the writers studied in the first part of the course are Dryden, Defoe, Swift, Addison, Steele, and Pope; in the second part, Johnson, Burke, Goldsmith, Gray, Cowper, and Burns. Lectures, recitations,

prescribed reading, and written reports. Two-thirds course. Fall term.

(F) *English Literature.* From the time of Wordsworth to the death of Tennyson. Among the writers studied in the first part of this course are Wordsworth, Coleridge, Keats, Shelley, Byron, Lamb, DeQuincey, and Scott; in the second part, Carlyle, Macaulay, Ruskin, Matthew Arnold, Thackeray, George Eliot, and Tennyson. Lectures, recitations, prescribed reading, and written reports. Full course. Spring term.

(G) *American Literature.* Among the writers considered in the first part of this course are Jonathan Edwards, Benjamin Franklin, Cooper, Irving, Bryant, and Poe; in the second part, Emerson, Longfellow, Whittier, Hawthorne, Lowell, Holmes, Lanier, and a few writers of the present time. Chief stress is laid on the writers of the Nineteenth Century. Lectures, recitations, prescribed reading, and written reports. Two-thirds course. Fall term.

III. ENGLISH LANGUAGE AND LITERATURE.

(K) *Anglo-Saxon.* Grammar, translation, and comparison of Anglo-Saxon forms with the corresponding ultimate forms in modern English. Text-book: Bright's *Anglo-Saxon Reader* and Lounsbury's *History of the English Language.* Full course. Fall term.

(L) *Chaucer and Spenser.* In the first half of the course are read, with due attention to grammar and metre, a number of Chaucer's *Canterbury Tales;* in the second half, a large portion of Spenser's *Faerie Queene* and his *Shepheard's Calendar.* Full course. Spring Term.

(M) *Shakspere.* In the first half of the course are read, with due attention to text and Elizabethan grammar and usage, two of Shakspere's comedies; and in the second half two of his histories. Text-book, Rolfe's edition of plays and Dowden's *Shakspere.* Full course. Fall term.

(N) *Shakspere and Milton.* In the first half of the course are read two of Shakspere's tragedies; in the second half, the first three books of *Paradise Lost.* Full course. Spring term.

GERMAN AND ROMANCE LANGUAGES.

MR. RAY, INSTRUCTOR.

The aim of this department is to give the student a reading knowledge of the languages studied and a general view of the literature.

At least two courses of German are required for admission into the Freshman class for those pursuing the courses of study leading to the degrees of B. S. and Pb. B. Students in the A. B. course may receive credit for academic German as a college course, provided they continue the work through two years by taking two courses of college German.

GERMAN LANGUAGE AND LITERATURE.

(A) *Grammar and Composition. Immensee*, Storm, and *Der Bibliothe Kar*, Moser. Sight reading from Klee's *Heldensagen.* Schiller's *Der Neffe Als Onkel.* Conversation. Full course. Fall term.

(B) *Wilhelm Tell*, Schiller. *Minna von Barnhelm*, Lessing. *Deutsche Gedichte*, Von Klenze. *Hermann und Dorothea*, Goethe. Review of Grammar, conversation, essays and compositions. Full course. Spring term.

(C) *Aus dem Leben Eines Taugenichts*, Eichendorf. *Maria Stuart*, Schiller. Poems, selected. *Ekkehard*, Scheffel. Essays and reviews, prepared in German. Elective. Open only to those who have taken course (B). Full course. Fall term.

(D) *Harzreise*, Heine. *Wallenstein*, Schiller. *Iphigenie*, Goethe. *Nathan der Weise*, Lessing. There will also be selections from the more recent German authors and especially from the modern German novels. Open only to those who have taken course (C). Full course. Spring term.

FRENCH LANGUAGE AND LITERATURE.

(A) Grandgeut's *French Grammar.* Super's *French*

Reader. Careful drills in translation. Special attention to pronunciation and composition. Full course. Fall term.

(B) *Trois Contes Choisis*, Daudet. *La Belle-Nivernaise*, Daudet. *Abbe Constantin*, Halevy. Memory drills. Sight-reading. Full course. Spring term.

(C) *Iphigenie and Esther*, Racine. *Paul et Virginie*, St. Pierre. *Charlotte Corday*, Ponsard. *La Mare au Dauble*, George Sand. Full course. Fall term.

(D) *Hemani*, Hugo. *Les Femmes Savantes*, Moliere. *Merope*, Voltaire. *Le Cid*, Corneille. *Le Mari de Mme. Solange*, Emile Souvestre. Special topics, reviews and essays. Full course. Spring term.

ITALIAN LANGUAGE AND LITERATURE.

(A) Grandgent's *Italian Grammar*, with selections from contemporary Italian prose. Full course. Fall term.

(B) *Italian Literature of the Sixteenth Century*. Representative selections of prose and poetry of this classic period will be read. Particular attention will be paid to Ariosto, Tasso, and Machiavelli. Lectures. Full course. Spring term. Prerequisite, Course (A).

SPANISH LANGUAGE AND LITERATURE.

(A) Ramsey's *Text-Book of Modern Spanish*. Full course. Fall term.

(B) Same with Reader. Written exercises. Full course. Spring term.

(C) Reading selections from modern Spanish authors. Full course. Fall term.

(D) *Dona Perfecta*. Benita Perez Galdos. Spanish, composition. Jose-Valdes. Full course. Spring term.

GREEK LANGUAGE AND LITERATURE.

PROFESSOR RAGLAND.

The aim of this department is two-fold: first, to cultivate habits of minute attention and nice discrimination; secondly, to awaken appreciation of the excellencies of Hellenic genius.

The subjects are distributed into four classes, each meeting three times a week. Written exercises, translations of English into Greek, or the reverse, are required at least weekly in every class, and in all classes reading at sight will be practiced. From the beginning of the course exactness will be insisted upon, and during the Freshman year special attention will be paid to forms and the fundamental points of syntax. The course is carefully graded and students are urged to take it continuously.

Xenophon is a prerequisite to entrance into the Freshman class. Of those desiring to enter this class there will be required in each case an accurate knowledge of the ordinary Attic forms and the ability to read at sight easy passages in Xenophon.

A. *Lysias.* Reading of six or more selected orations, with such attention to rhetoric and style as the advancement of the student will justify; grammar; sight reading; English into Greek. Full course. Fall term.

B. *Homer.* Reading of at least four books of the Iliad or the Odyssey in class, others being assigned for private reading; the hexameter; Homeric syntax. Full course. Spring term.

C. *Plato.* Study of the Apology and Crito in class; conferences on Greek philosophy; style of Plato. Full course. Fall term.

D. *The Drama.* The aim will be to get an appreciation for the ancient classic drama. The Alcestis of Euripides and the Antigone of Sophocles will be read in class and other plays assigned for private reading. There will be lectures

on metre and the development of the drama. Full course. Spring term.

E. *Greek Oratory.* Elective for those taking New Testament Greek. Some orations of Demosthenes will be read in class and select orations from other orators will be assigned for private reading. There will be lectures on the development of oratory, on Greek rhetoric, and on style. Full course. Fall term.

F. *History.* An elective course based on Thucydides, selected portions of which will be assigned for special study. In this course special stress will be put on the literature of the language. Full coure. Fall term.

G. *Comedy.* An elective course based on Aristophanes. Several plays will be read. The development of the Comedy and the structure of the play will be discussed by the head of the department, or in papers prepared by members of the class. Full course. Spring term.

HISTORY.

DR. NEWMAN AND ASSOCIATE PROFESSOR HAMILTON.

(A) *English History.* Class work, lectures, collateral reading. Special attention given to constitutional and industrial developments. Two-thirds course. Fall term. Text: *Larned.*

(B) *American History.* Advanced course. A study of the political changes and the causes that produced them. Much outside reading required, and class reports on the same. Two-thirds course. Spring term. Text: *Channing.*

(C) *Greek History.* Recitations, lectures. Special attention is given to the Greek city government. Some time will be devoted to the historical events leading up to this period, as seen in the more ancient nations. Full course. Fall term. Text: *Myers*, followed by *Mahaffy.*

(D) *Roman History.* For mode of study, see Greek History. Full course. Spring term. Text: *Myers*, followed by *Morrison.*

(E) *The French Revolution.* A study of the social,

economical, and religious changes in France from 1789 to 1815. Two-thirds course. Spring term. Text: *Stephens.*

(F) *The Constitutional and Political History of the United States.* A study of the history of the Constitution and of political parties in America. Students are expected to prepare reports showing the results of independent research. Full course. Spring term. Text: *Curtis.*

(G) *Ancient History.* Special attention to oriental nations. An introduction to the study of history. A search for the relations of Asiatic and European civilizations. Full course. Fall term. Text: *Rawlinson.*

(H) *Ancient Church History.* This course includes discussion of methods of historical study, a condensed review of the New Testament times, and a careful examination of the history of Christianity and its literature during the first eight centuries with constant references to the political, social, and intellectual movements of the periods covered. Full course. Fall term. Text: Newman, *Manual of Church History*, Vol. I., Carr, *The Church and the Roman Empire*, and Tozer, *The Church and the Eastern Empire.*

(J) *Mediaeval Church History.* This course includes a careful study of the ecclesiastical, political, social, and intellectual movements and institutions of Europe and Asia from the establishment of the Carlovingian Empire to the Protestant Revolution (A. D. 800-1517). Full course. Spring term. Texts: Newman, *Manual of Ch. Hist.* Vol. I., and Adams, *Hist of Civilization During the Middle Ages.*

(K) *The Protestant Revolution, the Counter-Reformation, and the Thirty Years' War.* This course embraces a careful consideration of the political, social, intellectual, no less than the religious movements of this important epoch. Full course. Fall term. Texts: Newman, *Manual of Ch. History*, and Gardiner, *The Thirty Years' War.*

(L) *Modern Church History.* This course includes a careful study of denominationalism and of the rise and progress of the leading denominations. Modern Roman

Catholicism, the Church of England, the Congregationalists, the Baptists, the Methodists, the Presbyterians, and the Disciples, receive especial attention. Full course. Spring term (1902-3). Texts: Newman, *Manual of Ch. Hist. II.* and *A History of the Baptist Churches in the United States*, and Bacon, *History of American Christianity*.

Courses (C) and (D) may be taken by informal correspondence.

LATIN LANGUAGE AND LITERATURE.

PROFESSOR GREER,

The requirements for admission to this department are as follows: Three books of Caesar's Commentaries, or an equivalent; five orations of Cicero, (I-IV against Catiline and the defense of Archias are preferred); one book of Vergil. The study of the text should be accompanied by a systematic study of the Latin grammar, together wih a thorough drill in Latin prose composition based on the authors mentioned. Daniell's *Latin Prose Composition* is recommended as a basis for the composition work.

The object of the instruction in this department is to lead the student progressively to a thorcugh understanding of the structure of the language and an appreciative acquaintance with the various departments of the literature.

In the earlier work the linguistic feature is given prominence. The forms of words and their arrangement in clauses and phrases, together with the grouping of clauses and phrases in the sentence, are emphasized. Composition work based on the authors read is required. This is varied with blackboard and oral exercises from dictation. The Roman method of pronunciation is employed in recitation.

In the latter part of the course attention is directed more to literary interpretation of the authors studied. Rapid reading of as wide range of auhors as is consistent with a

thorough understanding of them tends to lend interest and variety to this portion of the work.

At present eight courses in Latin are offered to undergraduate students:

(A) *The Epic. Vergil.* Four books, with a study of Dactylic Hexameter and a course of reading in Roman Mythology. Required of all Freshmen. Full course. Fall term.

(B) *The Roman Historians.* Livy. Portions of books I and XXI. The preface and about sixty chapters are read. Required of all Freshmen. Full course. Fall term.

(C) *The Lyrics. Horace's Odes and Ovid's Lyrics.* Careful attention is given to the metre of Horace's Odes. Required of all Sophomores pursuing the A. B. and the Ph. B. course; elective for other Sophomores. Full course. Fall term.

(D) *Tacitus.* Agricola and Germania. *The Drama.* Reading from Platus or Terence. Required of all Sophomores in the A. B. course; elective for others. Full course. Spring term.

(E) *The Satire. Juvenal and Horace.* Required of all Juniors in the A. B. course; elective for others. Full course. Fall term.

(F) *Vergil and Cicero.* Required of Juniors in the A. B. course who do not elect Greek. Elective for all others. This course is especially adapted to the needs of teachers of Latin and those who desire to study these authors after they have acquired the power for more appreciative reading. Reading from the minor poems of Vergil and the philosophical works of Cicero. Full course. Spring term.

(G) *The Letters of Cicero and Pliny.* A course of rapid reading. Elective. Full course. Fall term.

(H) *Elegiac Poetry.* Based on Catullus, with selections from a number of other writers. Elective. Full course. Spring term.

MATHEMATICS.

PROFESSOR JOHNSON.

The courses offered in this department are intended to cover the work usually done for the Master's degree. The purposes, in part, are as follows: (a) To give, in addition to the more elementary subjects of a college course, a rather comprehensive introduction to modern Mathematics. (b) To prepare students for specializing in Mathematics, Physics or Astronomy.

(A) *Solid Geometry.* Full course. Each term. Much stress is put on accuracy, thoroughness, original work, and right conception of Pure Geometry. Text: Phillips and Fisher's *Elements of Geometry.*

(B) *College Algebra I.* Full course. Each term. Theory of quadratics, ratio and proportion, the progressions, variation, limits, the binominal theorem, convergency and divergency of series, undetermined coefficients, logarithms (including the calculation of logarithms), and permutations and combinations. Text: Wells' *College Algebra, Part II.*

(C) *Trigonometry.* Full course. Each term. Derivation of formulae, with application of the principles of Plane Trigonometry to surveying and navigation, and of Spherical Trigonometry to elementary problems of the celestial sphere. This course includes calculation of logarithms, periodicity, and graphical representation of the trigonometric functions. De Moivre's theorem, trigonometric series, and the construction of tables of natural sines, cosines, etc. Text: Phillips and Strong's *Elements of Trigonometry.*

(D) *College Algebra II.* Full course. Fall term. Mathematical induction; symmetry; scales of numeration; permutations and combinations; binominal theorem with any index, and binominal coefficients; convergency and divergency of series, including residues; infinite products; probability; continued fractions; determinants; and the theory of equations. This course is elective. It is especially helpful to teachers and students of Mathematics and

Science. The work is based on Charles Smith's *Treatise on Algebra*.

(E) *Surveying.* Full course. Spring term. Field work; land surveying; use of the compass and the surveyor's transit; construction of verniers and determination and correction of instrumental errors; leveling and topography; determination of grade lines, cut and fill; and triangulation. Office work; plotting surveys; map-drawing, plane and topographical; calculation of areas; and enlargement of maps. Text: Johnson's *Surveying*.

(F) *Descriptive Geometry.* An elementary course. Each student is required to draw twenty plates of problems or applications thereof. The work is based on Faunce's *Descriptive Geometry*. Full course. Spring term.

(G) *Analytical Geometry.* Full course. Fall term. The ordinary topics of Analytical Geometry will be supplemented by lectures on systems of conics, map-projection, and machines for the construction of the straight line, the circle, the ellipse, and the parabola. Text: *Nichols*.

(H) *Calculus I.* Full course. Fall term. The work of this course is on the Differentive Calculus and its applications. Much stress is put on expansion of functions, evaluation of indeterminate forms, maxima and minima, and applications of the Calculus to plane curves. Euler's theorem for homogeneous functions, and maxima and minima of functions in which the variables satisfy certain equations of condition are studied. Text: *Osborne*.

(I) *Calculus II.* Full course. Spring term. This course is on the Integral Calculus, and includes methods and formulae of integration; integration as a summation; definite integrals; line, surface, and volume integrals; and double integration with applications. Text: *Osborne*.

(J) *Astronomy.* Fall term. Full course. Young's *General Astronomy* is used as a basis for work. Special attention given to the mathematical work.

(K) *Mechanics.* Spring term. Full course. The elementary principles of Statics, Kinematics, and Kinetics with

application to rigid bodies. Text: Geldard's *Statics and Dynamics*.

(L) *Theory of Equations*. Full course. Fall term. General properties of polynomials and of equations; relations between roots and coefficients; symmetric functions of the roots; transformation; solution of reciprocal and binominal equations; Gauss's theory of primitive roots; algebraic solution of the cubic and the biquadratic, and solution by symmetric functions of the roots; solution of numerical equations; Cauchy's proof that every equation of the Nth degree has N roots. Many examples are solved. The work is based on Burnside and Panton's *Theory of Equations*. Prerequisites, (A), (B), (C), and (D).

(M) Geometry of Three Dimensions. Full course. Spring term. The plane; conicoids referred to their axes; principal planes; plane sections of conicoids; generating lines and systems of conicoids; confocal and concylic conicoids; quadriplanar and tetraedal coordinates; curves on and curvature of surfaces in general. This course is based on Charles Smith's *Solid Geometry*, but reference is made to the works of *Salmon* and of *Frost*. Prerequisites, (G) and (H).

The following courses are given by lectures and are intended primarialy for graduates

(N) *Advanced Integral Calculus I*. Full course. Fall term. General theory of indefinite integrals; the mean value theorem; differentiation and integration of definite integrals with reference to a parameter; integration of infinite series; Fourier series; Gamma functions. This course is based on the works of *Byerly*, *Williamson*, *Harnack and Stoltz*. Prerequisites, (H) and (I).

(O) *Advanced Integral Calculus II*. Full course. Spring term. Volume and surface integrals by means of curvilinear coordinates; Green's theorem; elliptic integrals and functions; calculus of variation. Same reference book as in the preceding course. Prerequisites, (H), (I), and (N).

(P) *Higher Plane Curves*. Full course. Fall term.

General theory of poles and polars with applications to curves of the third and fourth orders. Trilinear and homogeneous coordinates. Newton's lines of the third order, Salmon's Higher Plane Curves and Clebsch's Lectures on Geometry. Prerequisites, (H) and (I).

(Q) *Theory of Functions of a Complete Variable.* Full course. Spring term. Theorems of Cauchy, Riemann, and Weierstrass. This course is based on the works of *Harkness* and *Morley*, *Forsyth*, *Jordan* and *Durege*. Prerequisites, (H), (I), (N) and (O).

(R) *Vector Analysis.* Full course. Spring term. Elementary problems of Geometry, Kinematics, and Mechanics are treated by Vector methods. The matter taught is similar to what is usually given in courses on Quaternions, but the Vector method of Gibbs, which in some respects is like that of Grassmann, is used. Prerequisites, (H) and (I).

PEDAGOGY.

PROFESSOR EBY.

The courses of instruction in this department are designed more especially to meet the needs:

First, of those who wish to equip themselves adequately for the teaching profession.

Second, of those teachers, and others, who desire to grapple in a vigorous manner with the vital and fundamental problems of the profession and of human development.

The courses also serve to prepare students for the various State examinations leading to teachers' certificates. At the same time an endeavor is made to render them beneficial to any one who may seek a study of Pedagogy as a mental discipline, or for its practical value in other fields of activity.

The work of the class room is carried on by recitations, lectures, reviews, frequent discussions, and essays on special themes. Text-books are used, but they are supplemented by reference to the fuller literature of the subject, and an

effort is constantly made to show the present state, method, and recent advances in the various fields.

(A) *History of Education.* The historical aspects of education receive due attention in two courses embracing the three periods, ancient, medieval, and modern.

I. *History of Modern Education.* This course presents a rapid outline of ancient and medieval educational conditions. The modern period, commencing with the Renaissance, forms the principal feature of the course, special reference being made to our present educational thought and practices. A detailed study is made of the innovations, theories, and influence of the educational reformers. The course also includes an outline of the beginnings of education in America. It is adapted to less advanced students, and serves as a preparation for State Examinations in the History of Education. Full course. Fall term.

II. *History of Educational Ideals.* Special attention is directed to the development of educational ideals throughout the ancient, medieval, and modern periods. The formative pedagogical principles at the basis of the different ancient civilizations, and their contributions to modern civilization, are discussed. The rise and development of modern universities and present educational ideals are considered. This course is designed especially for those students who seek a liberal culture, and who desire to understand the development of human society in connection with the evolution of ideals and practices in education. Full course. Spring term.

(B). *School Management.* The integral management and organization of instruction and discipline is given special attention, in order to familiarize the student with the principles of government and control in the class-room and the school. The intention is to grapple in a vigorous manner with the problems of school discipline, and to give the student a knowledge of the accumulated professional experience along this line. The question of moral training is discussed in its relation to school work. Full course. Fall term.

(C) *Principles and Methods of Special Didactics.* This course is designed to bring together all those psychological principles which underlie the best methods of instruction. An effort is thus made to arrive at a philosophical basis for kindergarten, primary, and secondary educational practice. From the general laws of method special application is made to particular subjects of instruction. Effort will be given to provide an opportunity for students to visit classes, conducted by competent instructors, for observation of good methods, and also to demonstrate their own ability to impart instruction, and to discipline a class. The work consists largely of discussions, written dissertations, and reported criticisms. Full course. Spring term.

(D) *Child Study.* An endeavor is made to place before the class an outline of the literature treating of the development of children, and to show its pedagogical bearing. It is of chief importance to acquire a systematic outline of the physical and mental changes which take place in the different stages of development. This course introduces the student to the methods and aims of Child-Study, and seeks to develop habits of sympathetic observation of children by the students themselves. After the students are familiarized with the work they will be directed to make some simple investigations of special interest. Two-thirds course. Fall term.

(E) *Educational Hygiene* This course is helpful to every student who is interested in the conditions and effects of mental life and development. Attention is given to the sanitary aspects of school buildings, ventilation, lighting, heating, etc. The chief emphasis is placed upon the hygiene of instruction and development. Lectures are given on the physical conditions of mental work, the effects of fatigue in relation to the length and order of school recitations, recess, vacation, gymnastics, play, etc. Attention is also directed to contagious diseases, and to all those abnormalities which are produced or developed by school life; diseases of the eye and ear, anemia, headaches, chorea, nervousness, etc. Full course. Spring term.

(F) *Educational Psychology.* The relations of pedagogy to psychology are discussed in detail, and the neurological conditions of mental activity are strongly emphasized. Special attention is directed to the development and education of the memory, emotion, will, perception, imagination, and to the educational relations of memory, association, imitation, apperception, interest, etc. This course is open only to students who have already pursued the study of general psychology. Full course. Spring term.

(G) *Philosophy of Education.* This course discusses the following topics: field of pedagogics; relation to science and to social life; possibilities of education; aims of education in detail, and the various sub-aims during the different stages of development; comparison and criticism of present and past educational ideals; educational means. This course seeks to sum up in an inductive way the results of the studies on the development of the child and to apply these results to education. Open only to advanced students. Two-thirds course. Spring term.

(H) *School Organization und Supervision.* The organization of school systems in the United States, Canada, England, Germany, and France, will be studied and compared. The division of the school system into the various sections is considered. The duties of the State, County, and City Superintendent, and his relations to the teachers, parents, etc., are fully discussed. Two-thirds course. Spring term.

(I) *Pedagogical Seminary.* A special course open to the more advanced students who desire to devote considerable time to reading pedagogical literature. A detailed study is conducted in the great classic works on education with a view to discovering their influence and their importance for present educational thought. Discussions and written theses are the main methods of work. Admittance to the class only by permission of the Professor. Full course. Either term.

(J) *Experimental Psychology.* This course is designed to introduce the student to the methods and instruments

employed in psychological experiments. It seeks through practice to prepare him for the investigation of simple problems. Some of the apparatus is manufactured by the students themselves in the psychological laboratory. Special laboratory fee $5.00. Open only to those students who have completed at least one course in psychology. Full course. Fall term.

(K) *Neurology.* This is an introductory course to give the student an opportunity to understand more fully the work in Psychology and Pedagogy. Special attention will be given to the anatomy of the brain and the spinal column. Two-thirds course. Spring term.

PRESIDENT COOPER.

(L) *Texas School Law.* Full course. Fall term.

PHILOSOPHY.

PROFESSOR EBY AND ASSOCIATE PROFESSOR BARRETT.

(A) *Descriptive Psychology.* This course is intended to afford a scientific acquaintance with the phenomena of consciousness and an introduction to philosophic studies. By making and mastering an elaborate analysis of the subject the student is trained in the analytic method of study The text-book is supplemented with assigned reading of books in the library, papers by members of the class, and general discussion. Prerequisite to Philosophy D, F, G, H, I, and J. Required of all Juniors. Full course. Fall term.

(B) *Logic.* This course is divided into two parts: (1) Deductive Logic, including the Term, the Proposition, the Syllogism and Method, engages the class for twelve weeks; (2)the remaining eight weeks are given to introduction. Text-book; parallel reading; much practice on illustrative examples. Required of Sophomores in Ph. B. course and of Juniors in A. B. and B. S. Full course. Spring term.

(C) *Introduction to Philosophy.* Here the student is introduced to the principles, problems, and methods of spec-

ulative thought. The philosophical studies are classified and outlined, and the representative theories defined and compared. Required of Seniors, except candidates for the B. L. degree. Full course. Fall term.

(D) *Ethics.* This course is intended to subserve both intellectual and moral ends. A general survey is made of the leading theories and schools of moralists. The principal aim, however, is to have the members of the class conscientiously and fearlessly grapple with the moral principles and issues of human life, and to construct, each for himself, his system of moral truth. Required of all Seniors. Full course. Spring term.

(E) *History of Philosophy.* A general survey is made of the history of speculative thought in Europe and America from Thales to the present time. Special attention is given to representative men and theories to the extent of the time allotted. Required of Juniors in the Ph. B. course; elective for others. Full course. Spring term.

(F) *Philosophy of Theism.* An inquiry into the character and validity of the Theistic consciousness as related to the ground of knowledge and reality. Elective. Two-thirds course. Spring term.

(G) *Philosophy of Mind.* Advanced work in Explanatory Psychology for graduate students and Seniors. Elective. Full course. Fall term.

(H) *Aesthetics.* A review of the aesthetic sentiment. An analytical and historical study will be made of representative theories of the beautiful. A general application will be made to the several fine arts, in which the professor will be assisted by specialists in these schools. Required of Seniors in the B. L. course; elective for others. Two-thirds course. Fall term.

(I) *Experimental Psychology.* Same as Pedagogy (J).

(J) *Educational Psychology.* Same as Pedagogy (F).

(K) *Epistemology.* A study of the grounds of knowledge Text-book; library reading; lectures. Elective. Full course. Fall term.

(L) *Metaphysics.* Compared to the course in Epistem-

ology, this is a similar study of the problem of Reality. Elective. Full course. Spring term.

(M) *Philosophy of Education.* Same as Pedagogy (G)

All students have free access to the Philosophical Library.

DEPARTMENT OF THEOLOGY.

DR. NEWMAN, DR. CARROLL, AND DR. BARRETT.

I. EXEGETICAL THEOLOGY.

(A) *Elementary Hebrew.* A course for beginners. Full course. Fall term. Texts: Harper's *Method and Manual* and *Elements of Hebrew.*

(B) *Hebrew Grammar, Translation and Exegesis.* Continued study of Hebrew, embracing Syntax, careful reading of selected portions of the Hebrew Bible, with attention to grammatical forms and exegesis, and committing to memory of lists of frequent words. Full course. Spring term. Texts: Hebrew Bible, Hebrew Lexicon, and Harper's *Elements of Hebrew Syntax.*

(C) *Advanced Hebrew.* Advanced grammatical work and extensive exegetical reading in the poetical and prophetical books of the Hebrew Bible. Full course. Fall term (1902-3). Texts: Green, *Hebrew Grammar*, Driver, *Hebrew Syntax*, Hebrew Bible, and selected critical commentaries on the books studied.

(D) *Advanced Hebrew (continued), and Biblical Aramaic.* Full course. Spring term (1902-3). Texts as above, with Brown's *Aramaic Method.*

(E) *Old Testament History.* The historical books studied in their chronological order, with *Harmony of the Old Testament* and charts. Full course. Fall term 1901-1902, and alternate years.

(F) *Old Testament Prophecy and Poetry.* The poetical books, such as Job, Psalms, Ecclesiastes and Proverbs, are studied as fully as the time allows. The prophetical books are taken up in chronological order and the Messianic idea is carefully traced from the be-

ginning to the end of the Old Testament canon. Full course. Spring term.

(G) *New Testament Greek.* A knowledge of classical Greek Grammar and a good reading knowledge of classical Greek literature are presupposed. This course embraces a study of the peculiarities of New Testament Greek, and extensive grammatical and exegetical study in the Gospels and the acts of the Apostles. Texts: Wescott and Hart, *The New Testament in Greek*, Robertson, *The New Testament Greek Syllabus*, Thayer, *Greek-English Lexicon of the New Testament*, Broadus, *Commentary on Matthew*, and Hackett, *Commentary on the Acts of the Apostles.* Full course. Fall term.

(H) *Intermediate Course in New Testament Greek.* Exegetical study of the Epistle to the Romans, and the First Epistle to the Corinthians, with the use of the best grammars, lexicons and commentaries. *Lectures on the Textual Criticisms of the New Testament.* Texts: besides the above, Burton, *New Testament Moods and Tenses.* Full course. Spring term.

(J) *Advanced Course in New Testament Greek.* Further critical and exegetical reading in the Epistles, select reading from the Septuagint and Josephus, and the study of Textual Criticism of the New Testament will constitute the work of this course. Texts: Warfield, *Textual Criticism*, Schaff, *Companion to the Greek Testament and Revised Version*, and critical commentaries on the texts selected.

(K) *New Testament English.* This course will include the Interbiblical Period and Life of Christ. Josephus and the Old Testament Apocrypha furnish the material for the history of the Interbiblical Period. The Life of Christ is studied iu connection with Broadus's *Harmony of the Gospels.* Full course. Fall term (1902-1903), and alternate years thereafter.

(L) *New Testament English and the Apostolic Age.* The Acts of the Apostles, the Epistles, and Revela-

tions are studied in their historic relations, detailed exegesis being made of some one of the longer Epistles. Full course. Spring term.

(M) *Biblical Theology of the Old Testament.* The aim of this course will be to exhibit the theological teachings of each portion of the Old Testament in its relations to other portions, and of the Old Testament as a whole in its relation to the New Testament. Full course. Fall term (1902-03).

(N) *Biblical Theology of the New Testament.* A study of the doctrinal teachings of each writer in relation to those of the other writers, and of the New Testament as a whole in its relations to the Old Testament. Full course. Spring term (1902.03).

II. HISTORICAL THEOLOGY.

(O) *Ancient Church History.* An introduction to Church History in general; constitution of the Apostolic Churches; relation of Christianity to the Roman Empire during the first three centuries; internal development of Christianity during the three centuries—the consideration of Heretical and Reforming bodies; Christian literature and doctrine during the first three centuries; internal and external condition of the Church at the beginning of the fourth century; union of Church and State, and effects of this union upon the Church; Controversies and Councils during the fourth, fifth, sixth, seventh, and eighth centuries; development of the Hierarchy to the beginning of the ninth century. Texts: Newman, *Manual of Church History,* Vol. 1., Carr, *The Cnurch and the Roman Empire,* and Tozer, *The Church and the Eastern Empire.* Full course. Fall term.

(P) *Medieval Church History.* Extension of the Church through the Carlovingian period; further development of the Hierarchy, especially under Hildebrand and Innocent III; a study of the social, political,

and intellectual institutions and movements of the Middle Ages. Full course. Spring term (1901-1902).

(Q) *The Protestant Revolution, the Counter Reformation, and the Thirty Years' War.* Preparation for the Reformation; general characteristics of the Reformation; a careful study of the social and political conditions that affected the rise and progress of the Protestant Revolution; the Erasmian, Lutheran, Zwinglian, Anabaptist, Calvinistic, and English Reformations; comparative view of Protestant Confessions of Faith and Catechisms; Roman Catholic Resistance to Protestantism—the Jesuits, the Inquisition, the Council of Trent, and the Thirty Years' War. Full course. Fall term (1902-3).

(R) *Recent Church History.* The History of the Denominations, especially of the Church of England, the Congregationalists, the Presbyterians, the Baptists, and the Disciples; Essays by the members of the class. Text: Newman, *Manual of Church History.* Full course. Spring term (1902-1903).

III. SYSTEMATIC THEOLOGY.

(S) *Principles of Theology.* The idea, the material, and the method of Theology; the existence and character of God. Full course. Fall term (1901-1902).

(T) *Anthropology; Soteriology.* Including full study of the doctrines of Sin and Salvation.

(U) *Ecclesiology, or Doctrine of the Church; and Eschatology.* The Doctrine of final Things, as Resurrection, Judgment, etc. Full course. Fall Term, 1902-1903. Text: *Strong.*

IV. PRACTICAL THEOLOGY.

(V) *Homiletics.* Materials of Preaching, Selection of Texts, Interpretation, Classification of Subjects, Argument, Illustration, Application. Full Course. Fall Term.

(W) *Homiletics.* Arrangement, Style, and Delivery

of Sermons, with practical study of masterpieces of pulpit eloquence. Full course. Spring term.

(X) *Homiletics.* Conduct of Public Worship, Hymnology, History of Preaching, and Study of Oratory. Full Course. Fall term. 1902-1903. Text, Broadus on *Preparation and Delivery of Sermon, and History of Preaching.*

(Y) *Pastoral Theology.* This course wiil embrace the wide range of pastoral duties not taught in Homiletics, including the Ethics of the Pastor's Calling, and practical suggestions as to the best methods of work. Full course. Fall term.

(Z) *Church Polity.* Setting forth the New Testament Idea of a Church, with its Ordinances, Government, etc. Full course. Spring term.

V. RELIGIONS AND MISSIONS.

(AA) *Comparative Religions and Missions.* The great false religions and ethical systems of the heathen world will be studied, with their fruits as shown in the present social, mental and moral life of the people. Full course. Fall term.

(BB) *Missions.* A systematic course on the Purpose, the History, the Progress, and the Methods of Missions. Full course. Spring term.

Department of Fine Arts.

ELOCUTION AND ORATORY.

THOMAS HERBERT DICKINSON, A. M., ASSOCIATE PROFESSOR.

Instruction will be given in this department of the University with a view to the interpretation by the voice of the masterpieces of English Literature and the adequate expression of thought by means of spoken words. To the twofold end of interpretation and expression three classroom courses will be provided. Course A will be open to all students of the University. Courses B and C will be open to such students as shall convince the instructor of their ability, either through previous training or natural aptitude, to fulfill the requirements thereof. Individual instruction will be given to such students as elect it in the course entitled "Literary Analysis and Rendition" (Course D). The Associate Professor of Elocution and Oratory will collaborate with the Professor of the English Language and Literature in instruction of the class of Argumentation and Debate. He will devote two hours a week to technical training in oral debate on the questions and briefs prepared under the direction of the Professor of English Language and Literature.

Fall Term.

Course A. *Principles of Elocution.* Three hours a week. Recitations and collateral reading; man's triune nature; study and development by exercise of the vocal organs and muscles; respiration; articulation; pronunciation; emphasis; vocal culture; tone colors; study and drill in vocal elements; quality; force; form; degree; stress; theoretical study of the principles of action; memoriter recitation of illustrative extracts. Text-book: Fulton and Trueblood's "*Practical Elocution.*"

Course B. *Oratory.* Two hours a week. Lectures, recitations and prescribed readings; individual vocal and actional

drill; lectures on construction of speeches, qualities of discourse, eloquence, sources of power in oratory, sacred, panegyric, and national oratory; oratorical criticism. Study of ancient and modern orators: Demosthenes, Cicero, St. Paul, Chrysostom, Savonorola, Luther, Bossnet, Mirabeau, Kossuth, Castelar, Chatham, Burke, Erskine, Webster, Clay, Calhoun, Lincoln, Phillips, Beecher, and Gladstone. Class exercise in the delivery of biographical orations, extempore topical speeches, declamations and crtitiques. Class limited. Text-book: Lorenzo Sears' *History of Oratory.*

Course C. *Shakspere and the Drama.* One hour a week. Lectures, recitations and prescribed readings; technical drill in voice and action as indicated by the interpretive necessities of the plays studied. Lectures on dramatic technique, dramatic criticism, history of the drama, great dramatists. Analysis and study of characters, plot, and incident of one of Shakspere's plays. Careful expression reading of the entire play and memoriter rendition of the principal scenes. Plays offered: Merchant of Venice, Much Ado About Nothing, As You Like It, Romeo and Juliet, Julius Caesar, Hamlet, Macbeth, Othello. Hudson's *Shakspere.*

Course D. *Literary Analysis and Rendition.* Individual lessons, lectures, recitations and prescribed readings; vocal culture and drill in action as indicated by the individual needs of the students; rostrum business; sight reading; study of poetry as a representative art; technical training in rendition; analysis and study of readings, recitations, and personations. Criticism upon each student's rendition from memory of several selections differing in style.

Spring Term.

Course F. *Principles of Elocution.* Three hours a week. Recitations and collateral readings; vocal culture; study and drill in vocal elements; time; quantity; pause; movement; pitch; degree; change and melody; practical application of the elements of action; conception of gesture; tech-

nique of action; actional composition; illustrative extracts. Memoriter recitations.

Course F. *Oratory.* Twice a week. Continuation of course B.

Course G. *Shakspere and the Drama.* Once a week. Continuation of course C.

Course H. *Literary Analysis and Rendition.* Continuation of Course D.

SCHOOL OF MUSIC.

PIANOFORTE.

PROFESSOR HOFFMAN (Seventh, Eighth and Post-Graduate Grades); MISS MCGOWN, MISS RANDALL AND MISS KENDALL.

First Grade (Five Months.)

Course in Hand Culture; Matthew's Graded Studies, I; Five Finger Exercises; Brauer Studies, opus 15, I.

Second Grade.

Matthew's Graded Studies continued; Brauer Opus 15, II. Easy Sonatas and Pieces by Clementi, Kuhlau, Kullack, and others.

Third Grade.

Five Finger Exercises; Schmitt Preparatory Studies; Clementi, Sonatas op. 36; Berens, Velocity I; Czerny, Velocity 1; Easy Sonata, opus by Mozart, etc.

Fourth Grade.

Five Finger Exercises; Scales; Czerny, Velocity continued; Heller, Studies op. 47; Bach, Little Preludes, etc.

Fifth Grade.

Five Finger Exercises; Scales; Chords; Loeschhorn, Studies opus 66; Czerny, Velocity continued; Sonatas and pieces by Beethoven, Mozart, Schubert and other composers.

Sixth Grade.

Five Finger Exercises; Scales; Chords; Czerny, Velocity continued; Cramer-Buelow, Studies; Czerny, 40 Daily Ex-

ercises; Sonatas and pieces by classic and modern composers.

Seventh Grade.

Five Finger Exercises, etc.; Bach, Inventions in two parts; Cramer-Buelow, Studies continued; Solo pieces by classic and modern composers.

Eighth Grade.

Five Finger Exercises, etc.; Czerny, Dexterity, Cramer-Buelow, continued; Mendelssohn, Studies and Preludes; Concertos by Bach, F Major; Mozart, A major, C major; Dussek, G minor; Beethoven, C major, etc.

Ninth Grade (Post-Graduate.)

Five Finger Exercises, etc.; Czerny, Dexterity, continued; Bach, Inventions in Three Parts; Clementi, Gradus ad Parnassum; Concert Pieces by modern and classic composers; Concertos for two pianos by Bach, C Major and C Minor; Concertos by Mozart, D Minor, D Major and A Major; Beethoven, B Flat Major and C Minor; Bach, D Minor, etc.

Tenth Grade (Post-Graduate.)

Five Finger Exercises; Gradus, continued; Bach, well-tempered Clavichord; Moscheles' Studies; Concert pieces by modern and classic composers; Concertos by Mozart, C Minor and B Flat Major; Hummel, A Minor; Mendelssohn, G Minor and D Minor; Schumann, A Minor, etc.

THEORY OF MUSIC.

PROFESSOR HOFFMAN.

HARMONY (Jadassohn's Method). 10 Months.

This course includes the following subjects:

Intervals; Triads and their Inversions; Chords of the Seventh and their Inversions; Altered Chords; Suspensions, Organ Point; Passing and Changing Notes, Harmonizing of a Given Melody; Modulations.

The work is principally the writing of exercises from fig-

ured basses. The exercises will be corrected with explanations and illustrations.

All students who desire to graduate are obliged to attend this class for ten months.

Counterpoint (10 Months.)

This course requires knowledge of harmony.

Canon and Fugue (10 Months.)

This course requires knowledge of Harmony and Counterpoint.

ORCHESTRAL INSTRUMENTS.

ASSOCIATE PROFESSOR SCHWATLO.

VIOLIN.

First Grade (Five Months.)

De Beriot's School, First Position; Studies by Kayser, Nos. 1-12; Duets for two Violins by Pleyel, op. 8; Sonatinas for Violin and Piano by Hauptmann; small Solos, with piano accompaniment, by Lagye, Bohm, Herrmann, and others.

Second Grade.

De Beriot's School, Third Position; Studies by Kayser, Nos. 13-24; also, Studies by Dancla, and others; Duets for two violins, by Mazas, op. 61; Solos by the old masters, and others of lighter character.

Third Grade.

De Beriot's School, Part I., finished; Kayser's Studies, Nos. 25-36; Duets by Pleyel, op. 48; Sonatinas for Violin and Piano, by Schubert; Airs Varies, by Dancla, and other Solos.

Fourth Grade.

General comparison of all positions by Schradieck's Exercises; Easier Studies by Kreutzer; Duets by De Beriot or Dancla; Solos in line with Singelee's Opera-Fantasias.

Fifth Grade.

Advanced Technic according to De Beriot's School, Part II., as shading, double stops, octaves, etc.; studies by Kreut-

zer; Violin-Concerto by Viotti; Sonatas by Haydn; Solos, such as Raff's Cavatina, or Elegie by Ernst.

Sixth Grade.

De Beriot, Part II., continued; studies by Kreutzer and Fiorillo; Concertos VII. and VIII., by Rode; Reverie by Vieuxtemps; Legende by Wieniaski; Romances by Beethoven; Paraphrases by Wilhelmj-Wagner.

Seventh Grade.

Studies by Kreutzer and Fiorillo, completed; Concertos Nos. VIII. and IX., by Sophr; selected Sonatas by Haydn and Mozart; Solos in line with Scene de Ballet and Airs Varies by De Beriot.

Eighth Grade.

Caprices by Rode, Sonatas by Beethoven, Duets by Spohr, op. 38; Violin Concertos by Mendelssohn and Bruch, Solos by Wieniawaski, David, Hauser, Vieuxtemps, and others.

Note. — All Violin students are required to take two grades in Piano before graduating.

Ninth Grade (Post-Graduate.)

Repetition by Technical Violin School of Schradieck, Book II.; Studies by Dancla and Dont; Sonatas from David's "Hohe Schule"; Concertos by Mozart, Vieuxtemps, and Brahms; Solos in line with Polonaise or Tarantelle by Wieniawski, and the Faust-Fantaisie by same composer.

Tenth Grade (Post-Graduate.)

Studies by Gavinie and Paganini; Sonatas by Bach; Concertos by Joachim, Loeffler, Beethoven and Ernst; Solos, such as Hungarian Airs by Ernst, Gipsy Airs by Sarasat, etc.

VIOLINCELLO.

First Grade (Five Months.)

Kummer's Method, Major and Minor Scales, Intervals, etc.; small Solos, with Piano accompaniment.

Second Grade.

First half of Kummer's Method, finished.

Third and Fourth Grades.

Second half of Kummer's Method; Selected Studies by Dotzauer, Concertinos by Kummer, Violincello-parts in Chamber-music by Haydn.

Fifth Grade.

Studies by Dotzauer, Concertinos by Romberg, Violoncello-parts of Trios and Quartetts by Mozart.

Sixth Grade.

Remainder of Studies by Dotzauer, Solo-pieces by Romberg, Goltermann, and others; Chamber-music parts by Mozart and Schubert.

Seventh and Eighth Grades.

Studies by DuBois, and others; Concertos and Solo-pieces by Goltermann, Davidoff, and Popper; Violoncello-parts in Chamber-music by Mozart, Mendelssohn and Beethoven.

VIOLA (Alto.)

First four grades in the Violin, two years.

Fifth Grade (Five Months)

Adaptation to Alto Clef by the study of Chamber-music parts by Haydn, Mozart, and Beethoven, which eventually may be continued for another term of five months.

DOUBLE BASS.

The study of the Double Bass for orchestra purposes may be extended for one year, which time may be considered as sufficient, unless the student desires to continue this work as a specialty.

MANDOLIN.

First Grade (Five Months.)

Christofaro's Method, Book I.; all Major and Minor Scales, Intervals and Small Solos in First Position. Special attention given to the building up of a good Tremolo.

Second Grade.

Christofaro's Method, Book II.; all other positions, double stops and musical embellishments; Solos, with Guitar or Piano accompaniment.

GUITAR.

First Grade (Five Months.)

Carcassi's Method, Part I.; Arpeggios and Chords in all Major and Minor Scales, with either one to four Sharps, or one Flat; Solos in reach of the above limits.

Second Grade.

Carcassi's Method, finished; all remaining Scales and Positions, reading of Orchestra parts and study of more advanced Solos.

VOICE.

MISS FINLEY AND MISS RANDALL, INSTRUCTORS.

First Grade (Five Months.)

Formation and correct placing of tones; elementary exercises for the development of the voice; principles of correct breathing; Marchesi exercises; Concone, 50 lessons, begun, and the first twenty-five vocalises sung with solfeggi; easy songs.

Second Grade.

Elementary exercises, contined; Marchesi exercises; Concone, 50 lessons, finished; Songs, Duets, etc., with special attention given to phrasing, expression, etc.

Third Grade.

Exercise in Scales, Arpeggios, etc., with the idea of precision and flexibility; Vaccai Italian pronunciation and formation of tones; Songs, Duets, etc., from old and modern composers.

Fourth Grade.

Former work continued with more attention to the flexibility of the tones; Vaccai, finished; Concone, advanced studies, Songs and Concert music by the best composers.

Fifth Grade.

Continuation of studies and exercises for the flexibility of the voice; Bordogni 36 Vocalises; Lutgen Exercises, Book I.; Songs, Duets, etc.

Sixth Grade.

More continuous work for enlarging and refining the voice; Bordogni 36 Vocalises, finished; Lutgen Exercises, Book II.; Songs and more simple Arias by English, German, and American composers.

Seventh Grade.

The flexibility of the voice, beauty of tone, and expression emphasized; Aprile Exercises; Marchesi's 12 Studies in Style; more difficult Songs and Arias.

Eighth Grade.

Especial attention given to the coloring of the tones, flexibility, beauty, and finish; Aprile Exercises, continued; Marchesi's 12 Studies in Style, finished; Arias, Songs, and Duets by the best composers; Church singing.

Note. — All Vocal students are required to take two grades in Piano before graduating.

A class in Sight Singing and Chorus, meeting twice each week, is formed each year for the benefit of Vocal students and others who desire the course.

THE ORCHESTRA.

The Orchestra is divided into three organizations, under the leadership of Professor Schwatlo, viz:

The Baylor Mandolin and Guitar Club,
The Baylor Military Band, and
The Baylor Orchestra.

Meetings are semi-weekly, and all Baylor students who pass the required examinations are eligible for membership. To members of the Class for Orchestral Instruments no extra charges are made. Concert trips are taken occasionally by these organizations.

THE GLEE CLUB.

A Glee Club has been organized by young men, and is open to those meeting the requirements of the organization.

COLLEGE CREDITS FOR MUSIC.

Credits for courses in music will be given, as follows:

For Grades 1, 2, and 3, one credit.

For Grades 4 and 5, two credits.

For Grades 6, 7, and 8, three credits.

For one year's Orchestra or Glee Club work, three credits.

Students who have finished the Eighth Grade are awarded a diploma.

SCHOOL OF PAINTING AND DRAWING.

MISS TALIAFERRO.

Miss Taliaferro comes to Baylor from the Art Students League of New York. She has been studying with Wm. M. Chase, Kenyon Cox, and J. H. Twachtman, and the work is done after the plan of the Art Students League of New York.

All work is done from Nature, Life, Still-Life, or Casts. An out-door Sketch-Class has been formed. Courses are offered in Painting in Oil, Water Color, China, Pastel and Tapestry, and in Drawing in Charcoal, Pen, Ink, and Pencil.

Courses in Portraiture and Miniature are offered for advanced students.

Courses are given in the History of Art.

A kiln for firing China has been provided, and the modes of decoration used in the best Keramic Studios will be taught.

New casts have been added, the best Art periodicals are supplied, and the Baylor studios are being made a real center of Art training.

Work in this department receives credit for degrees, as specified elsewhere.

A certificate may be issued for the satisfactory completion of the courses offered.

MILITARY DEPARTMENT.

MAJOR E. G. MATHEY, U. S. A., COMMANDANT OF CADETS.

COURSE OF INSTRUCTION.

Practical Part—Each Year. Three Hours a Week.

Drills in the schools of the soldier, company and battalion, both in close and extended order, inspection, review, military gymnastics, military signaling, artillery drill and target practice with Springfield cadet rifles.

Theoretical Part—Second Year. One Hour a Week.

Recitations in Infantry Drill Regulations in the school of the soldier, the school of the company, the school of the battalion, bayonet exercise, fire discipline, the extended order drill for the squad, platoon, company and battalion, advance and rear guard, outposts, marches, camping, battalion review, guard mounting, battalion parade, and battalion inspection.

Theoretical Part—Second Year. One Hour a Week.

Review of the first year's course, and a course in the Art and Science of War, embracing a critical study of "Elementary Principles Connected with the Science of War," "Manual of Courts Martial," "Points in Minor Tactics," "Manual of Guard Duty," "Notes on Military Science," and kindred publications authorized by the War Department.

Certificate of Proficiency.

To secure the Certificate of Proficiency in Military Science and Tactics, the student must take the practical course and the two years' theoretical course, and must stand semi-annual written examinations on the latter course, passing each with a grade of at least seventy per cent. These certificates are signed by the President and the Commandant

of Cadets, and they exempt Cadets from further work in the theoretical course.

Credit Given for Military Course.

Military Drill has been added to the regular course of instruction, and will be placed to the student's credit in making up the requirements for graduation,—a year of military drill being accepted as the equivalent of a two-thirds course of study.

DEPARTMENT OF INSTRUCTION BY CORRESPONDENCE.

To extend the scope of the usefulness of the University, to accommodate the large number of students who desire to advance their education, but can not go to college, and to popularize higher education, the Board of Trustees, acting upon a recommendation of the Faculty, adopted, on October 21, 1897, resolutions founding "a Department of Correspondence Instruction," prescribing in detail regulations concerning it. (See Baylor Bulletin, January 1, 1898, page 11.)

Two methods are pursued: (1) Certain courses are given by formal correspondence. In these courses full printed directions are furnished on each lesson and specific questions propounded for written answers. The written work and recitation on each lesson is mailed to the instructor who corrects it and returns it to the student with criticisms and suggestions. (2) Other courses are given informally, in which the instructor has only a general supervision of the student's work, and gives help from time to time as the latter may need it. The element of instruction here is decidedly less, and for this reason the amount of the work assigned is approximately 50 per cent. more than for the same credits in formal correspondence or class-room work.

All persons enrolled in this department are officially regarded as students of the University and receive credit toward a degree for the work done by correspondence. Non-

resident candidates for a Master's degree pursue their studies in this department.

THE TUITION FEES ARE AS FOLLOWS:

		DOUBLE STUDY	FULL STUDY	TWO-THIRDS STUDY	HALF STUDY
BIBLE SCHOOL	Formal Instruction	.....	$10.00	$8.00	$6.00
	Informal Instruction	$5.00	$3.00	$2.50	$2.00
OTHER DEPARTMENTS	Formal Instruction	.....	$12.50	510.00	$8.00
	Informal Instruction	$5.00	$3.00	$2.00	$2.00

No fees are refunded. Students may begin at any time of the year. There is no vacation, and each student works independently of any class.

Baylor University Academy.

FACULTY.

OSCAR HENRY COOPER, LL D.,
President.

WADE HILL POOL, A B.,
Dean of the Academy and Professor of Latin.

GEORGE RAGLAND, A. M.,
Professor of Greek.

MIRIAM BUCK, A. B.,
Instructor in English and History.

ALTA JACK, A. B.,
Instructor in Mathematics.

JOHN RAY, A. B.,
Instructor in German and French.

W. C. JAMES, A. B.,
Instructor in Latin and Greek.

FREDERICK EBY, Ph. D.,
Instructor in Psychology.

R. H. HAMILTON, A. B.,
Instructor in General History.

O. C. CHARLTON, A. M.,
Instrtctor in Science.
A. J. RITCHIE, A. M.,
Instuctor in Rhetoric and English Composition.

Fellow in English.

W. R. RITCHIE, A. B.,
Assistant in English and Mathematics.

STATEMENT.

The Baylor University Academy offers a three years' course preparatory to college.

To enter the Academy, students should have a good knowledge of reading and spelling, should understand the fundamental operations of arithmetic, and should have finished language lessons and geography.

Candidates for admission will be given an examination, either oral or written, in order to determine to what classes they should be assigned.

Upon the completion of any one of the courses outlined on pages 93 and 94, each student will be given a certificate of graduation from the Academy, signed by the President of the University and the Dean of the Academy. This certificate will admit the holder to the Freshman Class of the course he wishes to pursue in the University.

Any student who desires to have work done elsewhere counted for work done in the Academy should present a certificate from the school where the work has been done.

In the Baylor University Academy students have the advantages of: (1) Instruction by college professors; (2) large and enthusiastic classes; (3) daily contact with students of higher attainments; (4) chapel services; (5) libraries; (6) training in literary societies; and, in general, opportunities not surpassed elsewhere in the state.

Course of Study.

LATIN.

Latin I. Five months' work. Forty-two lessons in Collar and Daniell's First Latin Book. Thorough drill on declensions, conjugations, vocabularies, and exercises in reading and composition.

Latin II. Five months' work. Completing and reviewing Collar and Daniell's First Latin Book.

Second Year Latin. Five months' work. Reading of stories, fables, and biographies in connection with Grammar and Composition. Use Greenough, D'Ooge, and Daniell's new book.

Ceasar. Reading of not less than three books of the Gallic Wars and in connection with Grammar and Composition.

Cicero. Six orations. For Seniors in the Academy. Fall term.

Vergil. Three books. For Seniors in the Academy. Spring term.

All Latin classes in the Academy recite five hours per week. The Roman method of pronunciation is used.

GREEK.

Greek I. Five months' work. Forty-two lessons in White's First Greek Book.

Greek II. Five months' work. White's First Greek Book completed.

Greek II. Xenophon. Reading of three or more books, with drill in forms. Goodwin's Greek Grammar; Higley's Greek Composition. Classes recite five hours per week.

ENGLISH.

Grammar I. Five months' work; Hyde's Grammar No. II.

Grammar II. Thorough mastery of the principles of good English. Analysis of sentences; Parsing. Construc-

tion of sentences. Correction of common errors. The choice and use of proper forms of expression. Whitney and Lockwood's Grammar will form the basis for class work.

Rhetoric and English Composition. Daily exercise in Rhetoric and Composition will constitute the work of two terms, the Spring term of both the Middle Academic and the Senior Academic year.

English Literature. Daily exercise in American master-pieces for the Fall term of the Middle Academic year; and in British master-pieces for the Fall term of the Senior year.

GERMAN.

German I. Harris's German Lessons, Exercises, Conversation, and Reading. Five recitations weekly during the Fall term. Elective for A. B. students in the college.

German II. Joynes-Meissner's German Grammar Beginners. Five recitations weekly during Spring term. Required of students of the Senior Academic Class for Matriculation into the B. S. course. Elective for A. B. students in the College.

History and Civics.

The Academy Course in History embraces Texas History, United States History, and General History. Five months are devoted to each of the first two, and ten months to General History. Three hours per week.

Five months are given to the Civil Government of the United States and of Texas.

Texts: Pennybacker, Myers, Thorpe and Garrison, and The History of Our Country.

Natural Sciences.

The work offered in this department will include courses in Physiology, Physical Geography, Physics, and Botany.

Physiology. Text—Martin's Human Body; Briefer Course, Revised. First ten weeks of term, one hour daily. The careful study of the text will be supplemented by lec-

tures on the human body, digestion and respiration, foods and nutrition, the effects of alcohol, and the nervous system. Charts will be used; and blood, cartilage, bone, and other tissues will be examined under the microscope, and dissections of some parts of domestic animals will be made.

Physical Geography. Text—Davis' Physical Geography, second ten weeks of term, one hour daily. Every student in this class is expected to have and use a common school geography. The accurate description of the phenomena considered and the logical statement of their causes will be insisted on. The processes by which the various physiographic features of the earth are determined and modified are specially emphasized. The daily weather maps of the United States Weather Bureau, the maps of the United States Geological Survey, the apparatus and museum collections used in collegiate work, constitute important aids to the study.

Physics. Text—Cooley's Manual of Physics, each term, one hour daily. A knowledge of school algebra and Plane Geometry is pre-requisite to the best work in Physics. Effort will be made to acquaint the students with methods of laboratory work. Notes describing experiments conducted by themselves or the instructor will be required. Simple machines, the pendulum, specific gravity, pneumatics, the more common phenomena of heat, and simple experiments in light and electricity will receive attention.

Botany. Text—Bergen's Foundations of Botany. Spring term, three hours per week. The course is intended to give the student a general view of the plant kingdom. Considerable attention is given to flowering plants. Note-book drawings and descriptions of plants studied are determined by aid of the manual. Students use the best dissecting microscopes in their work.

This subject is given in the Academy only to those pursuing the B. L. course. Physics may be taken instead. Botany may, however, be taken as an extra, by any one prepared for the subject.

Mathematics.

Arithmetic I. Text—White's New Complete, Five months' work. Study carefully all subjects to percentage. Recite five hours each week.

Arithmetic I. Same text—Five months' work. Finish the book. Five hours recitation per week.

Arithmetic III. Review of five months, two hours recitation per week. Work selected from various text books.

Algebra I. Text—Wentworth's New School Algebra. Five months' work. Solve equations of first degree, and master thoroughly the subjects of factoring and multiples, reciting five hours per week.

Algebra II. Same text—Five months' work. A careful study of fractions, eliminations, involution, evolution, radicals, and simple quadratics. Book finished to page 281.

Algebra III. Same text—School Algebra completed and thoroughly reviewed. Five months' work, reciting two hours per week.

Geometry I. Text—Phillips and Fisher. Five months' work, reciting three hours per week. Complete books I and II of Plane Geometry.

Geometry II. Same text—Five months' work, reciting three hours per week. Finish books III, IV, and V of Plane Geometry.

Geometry III. Text—Phillips and Fisher's Solid Geometry. Required in Academy for B. S. degrees only. Five months' work, reciting three hours per week.

Other Subjects.

Classes will be formed for those students who may need instruction in Spelling, Geography, Penmanship, and Reading. A course in Elementary Double Entry Book-keeping is offered. Also a brief course in the Elements of Drawing. A course in Elementary Psychology serves as an introduction to Philosophy and is helpful to students preparing to teach.

TABULAR VIEW.

JUNIOR ACADEMIC CLASS.

FALL TERM.	SPRING TERM.
Latin I.—First Book through Declensions an ı Conjugations. *English.*—Grammar. Selected Claasics. *History.*—Our Country. *Mathematics.*—Arithmetic, *I*, to Percentage. *Special.*—Geography, Spelling, Writing.	*Latin II.*—First Book Completed. *English.*—Selected Classics. Grammar and Composition Writing. *Mathematics.*—Arithmetic, *II*, through Percentage, Proportion and Square Root. *Special.*—Geography, Spelling, Writing.

MIDDLE ACADEMIC CLASS.

FALL TERM.

STUDIES LEADING TOWARD A. B. AND PH. B. DEGREES.	STUDIES LEADING TOWARD B. S. DEGREE.
Latin.—Second Year Latin and Grammar. *English.*—American Masterpieces. *History.*—General. *I.* *Mathematics.*—School Algebra, *I*, through Factors and Multiples.	*Lutin.*—Second Year Latin and Grammar. *English.*—Amercan Masterpieces. *History.*—General, *I.* *Drawing.*—Elements of Bookkeeping (Elective). *Mathematics.*—School Algebra, *I*, through Factors and Multiples.

SPRING TERM.

A. B STUDIES	B. S. STUDIES.
Latin.—Caesar and Composition. *Greek, I.*—First Book. *Science.*—Physiology (10 weeks), Physical Geography (10 weeks). *History.*—General, *II*, completed. *Mathematics.*—School Algebra, *II*, through Quadratic Equations. *English.*—Composition and Rhetoric, using Herrick and Damon's Text.	*Latin.*—Cæsar and Composition. *Science.*—Physiology (10 weeks), Physical Geography (10 weeks). *History.*—General, *II*, completed. *Mathematics*—School Algebra, *II*, through Quadratic Equations. Plane Geometry, *I*, two books. *English.*—Composition and Rhetoric, using Herrick and Damon's text.

SENIOR ACADEMIC CLASS.

FALL TERM.

A. B. STUDIES.	B. S. STUDIES.
Latin—Cicero's Orations Against Catiline and Defense of Archias.	*Latin*—Cicero's Orations Against Catiline and Defense of Archias.
Greek, II.—First Book Completed. Xenophone, one book,	*German*—Harris's German Lessons.
Science.—Physics.	*Science*—Physics.
Mathematics.—School Algebra, *III*, completed. Plane Geometry, *I*, two books.	*Mathematics.*—School Algebra, *III*, completed. Plane Geometry, *II*, completed.
Elementary Phychology.	*Elements of Botany.*
English.—British Masterpieces.	*Elementary Phychology.*
	English.—British Masterpieces.

SPRING TERM.

A. B. STUDIES.	B. S. STUDIES.
Latin,—Virgil's Aeneid, three books.	*Latin.*—Vergil's Aeneid, three books.
Greek, III.—Xenophon, four books; Exercises in Greek Composition.	*German, II.*—Joynes-Meissner, Andersen's Mærchen.
Mathematics—Arithmetic, reviewed. Plane Geometry, *II*, completed.	*Mathematics*—Arithmetic reviewed. Solid Geometry.
English.—Composition and Rhetoric.	*English.*—Composition and Rhetoric.

Calendar for 1901-2.

1901	August 31, September 2, Saturday and Monday.	Entrance Examination and Matriculation.
1901.	September 3, Tuesday.	Annual session opens.
1901.	November 28, Thursday	Thanksgiving Day, a holiday.
1901.	December 21, Saturday.	Christmas recess begins.
1902.	January 1, Wednesday.	Christmas recess ends.
1902.	Janurry 4, Saturday.	Degraffenreid Medal Contest.
1902.	January 13-17, Monday. Friday.	Fall Term Examination.
1902.	January 20, Monday.	Classification for Spring Term. Matriculation.
1902.	January 21, Tuesday	Spring Term Opens.
1902.	February 22, Saturday.	Washington's Birthday.
1902.	February 28, Friday.	Last day for submitting manuscripts for Preliminary State Oratorical Contest,
1902.	April 21, Monday.	San Jacinto Day, a holiday.
1902.	May 1-2, Thursday and Friday.	Competive Examination for Freshman Scholarship.
1902.	May 13, Tuesday.	Last day for Seniors to submit Orations and Essays for Graduation.
1902.	May 26-30, Monday and Friday.	Spring Term Examination.
1902.	May 30, June 4, Friday and Wednesday.	Commencement Exercises.
1902.	June 3-4, Tuesday and Wednesday.	Annual Meeting of Alumni Association.

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F. A. WILLARD, Depot Ticket Agt.

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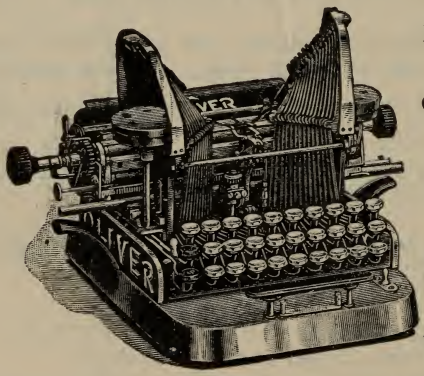

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